

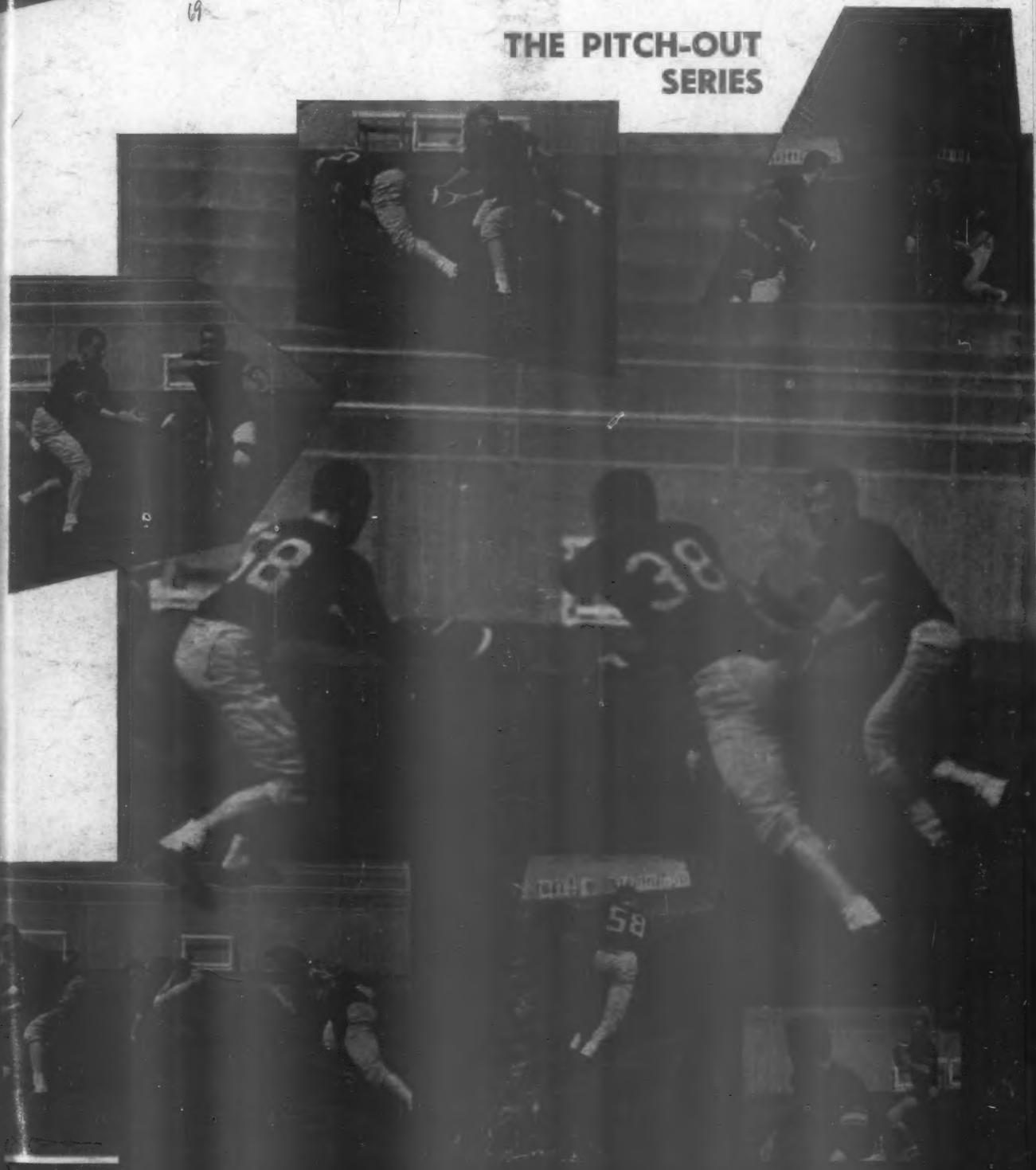
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UNIVERSITY OF ILLINOIS

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19 THE PITCH-OUT SERIES



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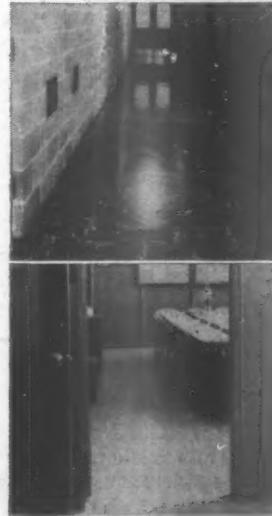
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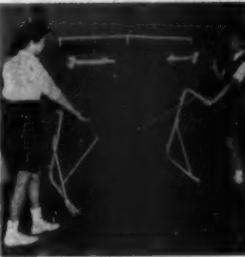
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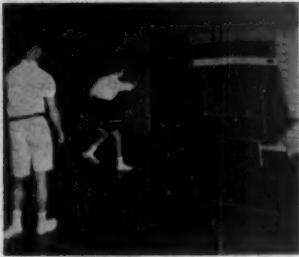
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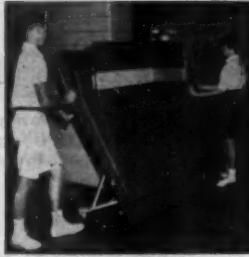
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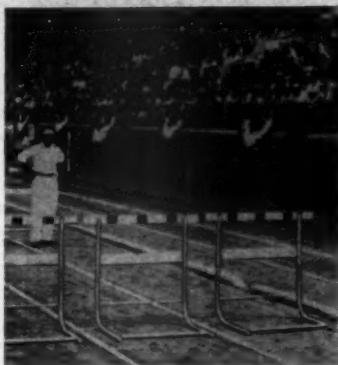
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(Concluded on page 55)

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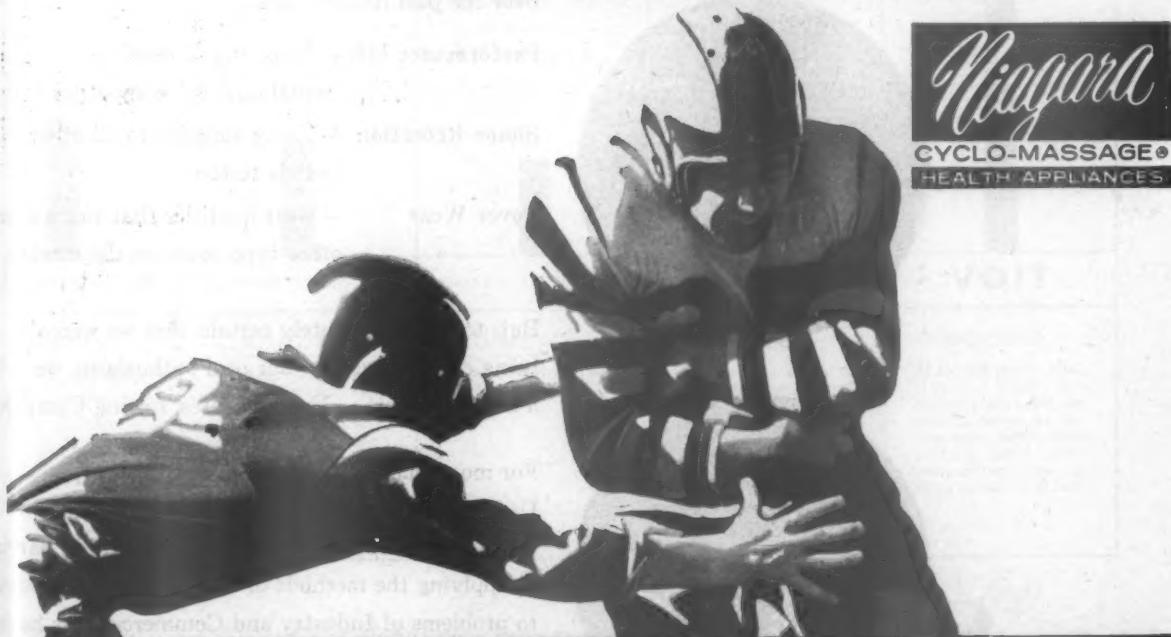
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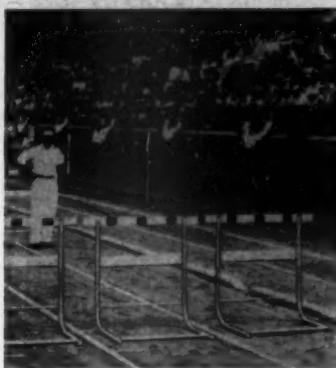


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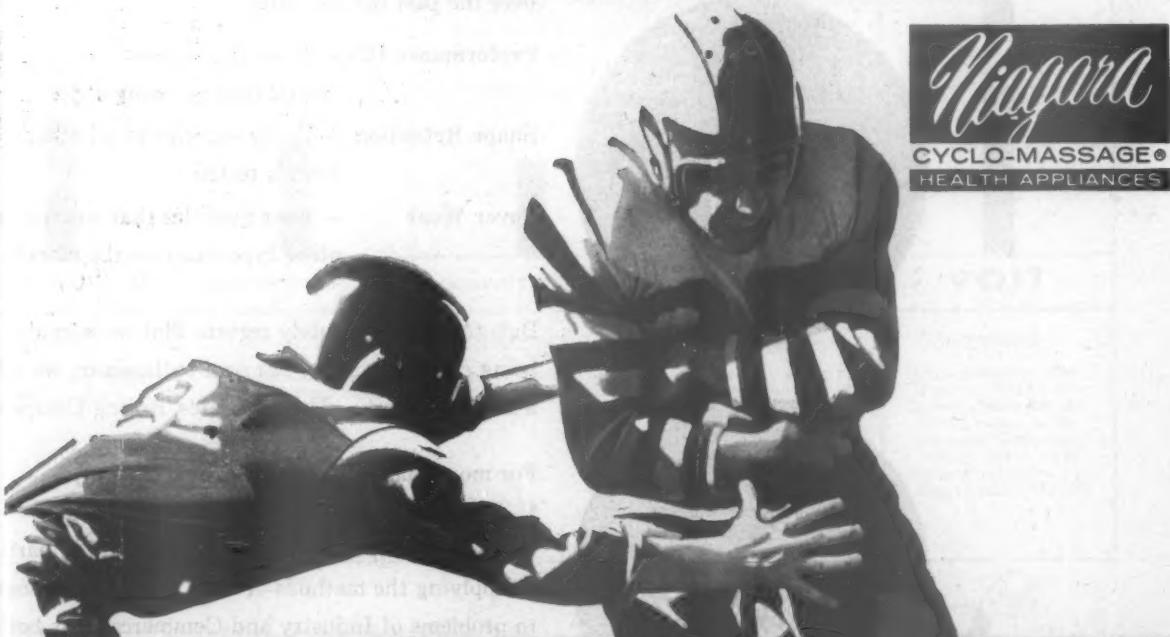
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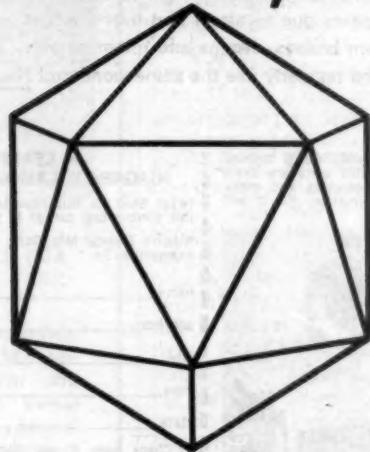
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Balls were tested to failure or "unplayability" by continued bouncing through a roller-type testing machine.

Samples of Voit Icosahedron Balls far surpassed all other samples for cover wear, shape retention and durability.

The following table summarizes the quality standing of each ball with respect to the average number of cycles in the testing machine before failure occurred.

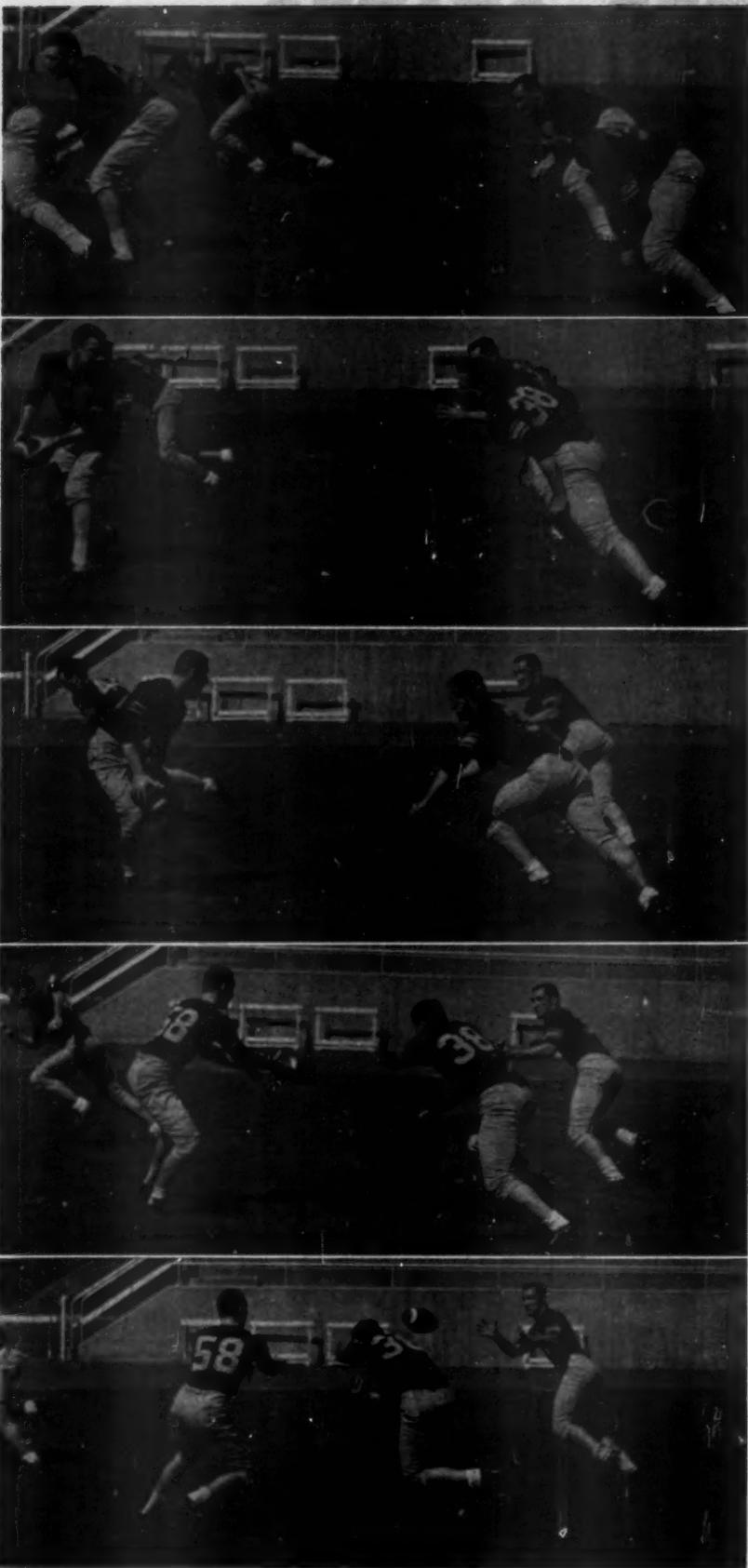
AVERAGE NUMBER OF CYCLES IN MACHINE

COMPETITOR A	COMPETITOR B	COMPETITOR C	COMPETITOR D	VOIT
86,187	79,104	53,497	34,660	268,145

EPORT #51093; MARCH 25, 1959

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The Pitch-Out Series

By BOB STOPPERT

Football Coach,
Midland, Mich., Senior High School

Editor's Note. Within the short space of a few days we received two articles dealing with the pitch-out series. As might be expected, there is a certain amount of similarity between the two articles. We decided to use the article by Bob Stoppert and in illustrating it use Bron Bacevich's players. The italics represent Bron Bacevich's methods wherever major differences occur.

In outlining our plans to both authors, Bob Stoppert wrote us as follows: "We have an open date for this fall which we were trying to fill. Having no success within Michigan, I turned to out-of-state schools for a game. And, Mr. Bacevich responded from Cincinnati. We had hopes of getting together, but ran into administrative problems. However, I did not know that he was using the pitch-out series. That might have been a very interesting game had we been allowed to play it."

There are few complete offenses in football today that a coach can claim as his very own, and ours is certainly no exception. However, in our opinion, we are doing a few things that not too many high schools have attempted thus far.

Our offense includes dives, cross bucks, delays, etc., as well as a complete set of passes. We will not discuss them, since they are no different from those most coaches are using. In this article, we would like to describe our pitch-out series.

Actually, the series is built around just one play, the pitch-out itself. Part of the series was decided upon after watching the pros use a quick pitch to the near halfback, and the balance was selected after a great deal of experimenting.

The Formation

Our offense employs all three types of line blocking, and a great deal of

THE BASIC PITCH

Demonstrated by
players of Coach
BRON BACEVICH
Roger Bacon High School
Cincinnati, Ohio

maneuvering by the ends and a flanker. However, the complete series operates from one basic formation.

Both guards line up tight to their center, and the tackles are one yard out from the guards. The ends are allowed a great deal of leeway, and can be directed to play from one to ten yards out from the tackle. This maneuver can be carried out by either end, or both ends at the same time.

A player we call the flanker lines up one yard back from the line of scrimmage, and from one to fifteen yards out from the tackle on either side of the line. His movements are also directed by the quarterback, as are those of the two ends.

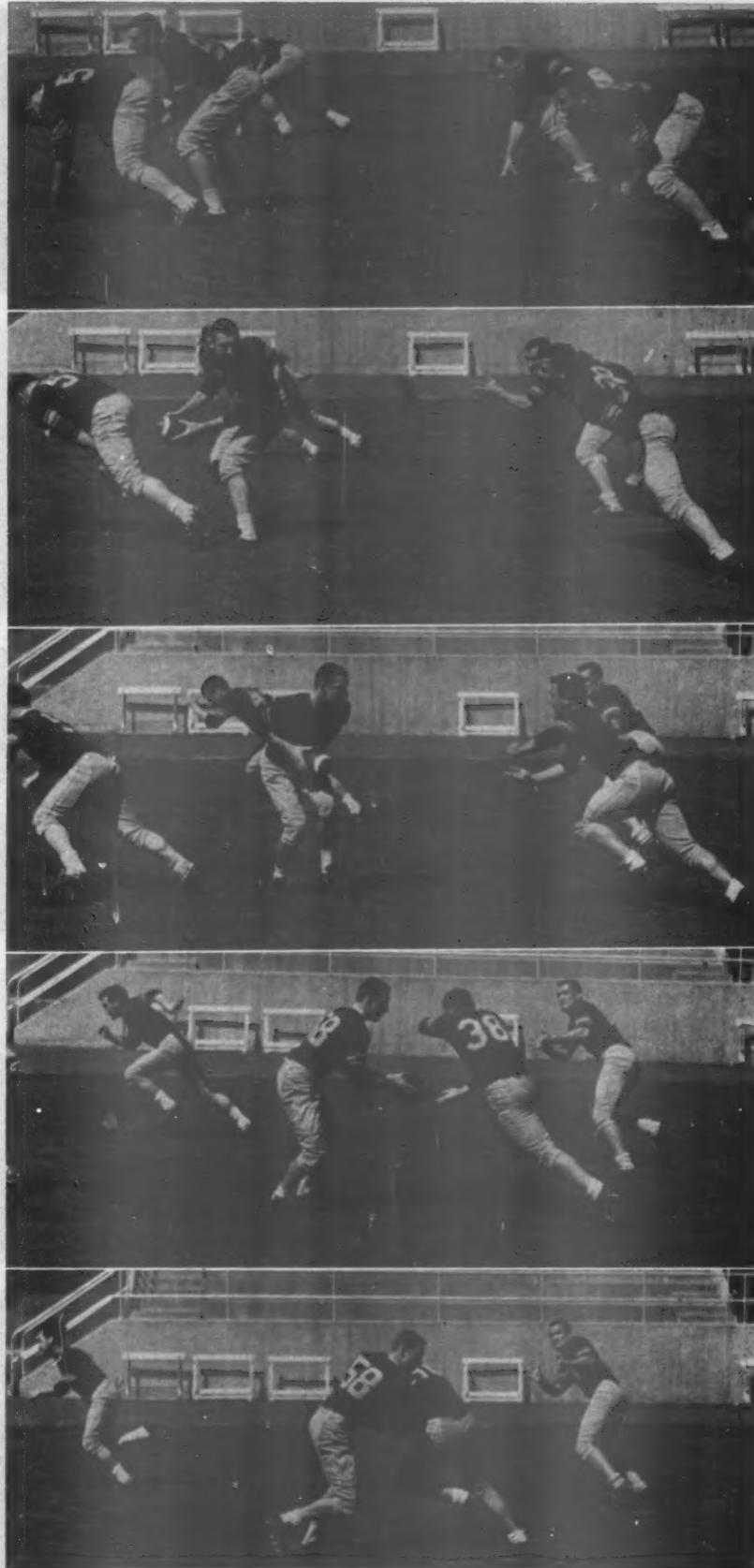
By maneuvering these three players, it is possible for both ends and the flanker to be split wide, the end on one side close in, while the flanker and other end are wide, both ends wide with the flanker in, etc. Whatever movements seem to work out best against a particular defense can be called by the quarterback.



The quarterback takes his position directly behind and tight to the center, with his feet spread apart about two feet and in an even line. The back of the quarterback's hand, either one he wishes to use, is held tightly against the center's backside, but only his fingers extend into the crotch. We instruct the center to bring the ball all the way out and up to the quarterback rather than let the quarterback reach in for it.

It is very important that the quarterback's toes are in a line parallel to the line of scrimmage, since he must be able to make a quick 180 degree turn without taking a second step.

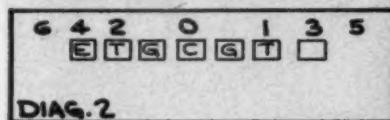
Our two halfbacks line up directly behind the guards, and four yards back. They assume a three-point stance with the outside foot dropped back slightly. From this position they can move quickly to the outside as well as shoot straight ahead (Diagram 1).



THE SLANT

THE DIVE AT O

As shown in Diagram 2, there are only seven holes in our line. The center is O, with even numbers to the left and odd numbers to the right.



THE BOOTLEG PASS

At Roger Bacon we number our offensive holes as follows: Number 1 is left of center, 3 is over tackle, 7 is outside the end, and 9 is wide. On the right-hand side the holes are numbered O, 2, 6, and 8.

Holes 1, 2, 3, and 4 are on the inside leg of the offensive man numbered, while 5 and 6 are outside the ends.



THE PITCH-OUT PASS

The defensive player on, or outside the numbered man must be taken out, as are all others outside him. Of course, all men inside the numbered man must go in.

For example, hole No. 1 is over the right tackle. If the defensive man is playing directly on the nose, or outside of the right tackle, he is taken out. However, if he is on the right tackle's

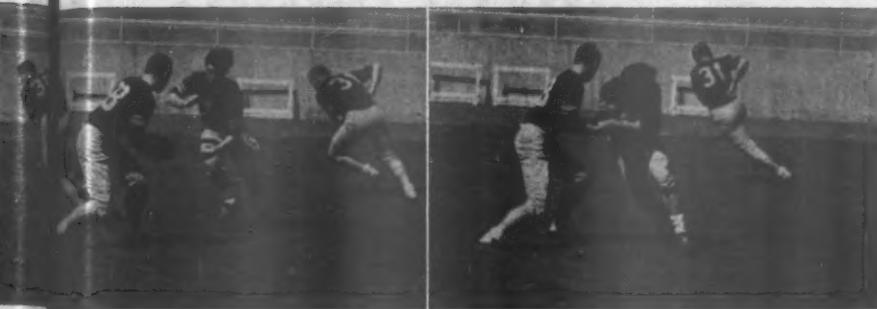




THE REVERSE

inside shoulder, or to the left of his nose, the defensive man is taken in.

Hole O covers the area from the inside of one guard to the inside of the other. Against an odd man defense, hole O is actually run at the No. 1 or No. 2 hole, depending upon which side of the line the ball-carrier is coming from. If the right halfback is carrying, he hits the No. 1 hole, while the No. 2



THE PITCH TO THE WEAK SIDE

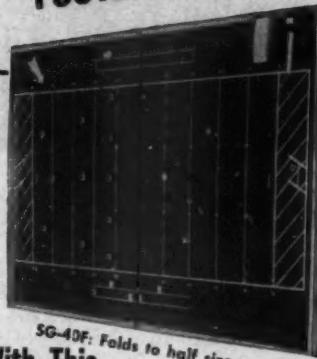
hole would be hit by the left halfback.

Against the even defense the ball goes directly over the center. Each guard takes a quick step to his inside and is ready to drive out anyone entering the hole, while the center moves out just as fast as he can.

Whenever the defense places a man on the center, very few plays are run



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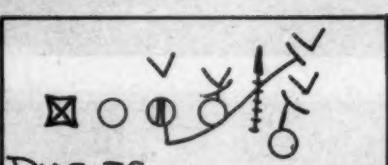
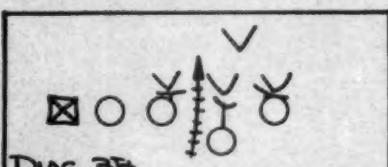
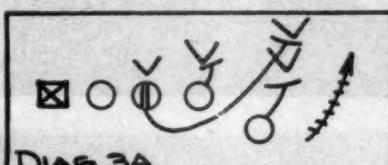
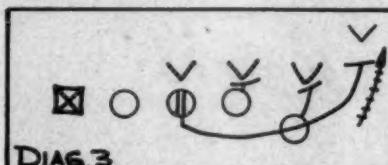
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at hole C. Automatic plays are used a great deal, and the quarterback seldom tries to run over a man if he feels he can do otherwise.

The No. 5 and No. 6 holes are outside the offensive end, and all blocking is from the outside in whenever possible. Naturally, if the defense splits wide to stop the outside plays, our players cut inside and block out.

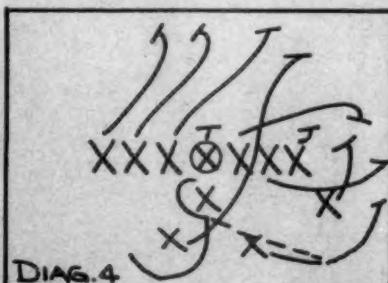
We include in the manual for our players these four diagrams to clarify the basic blocking used in the pitch-out series.



The Pitch-Out

The pitch-out series actually consists of eight plays, but the basis of all of these is the pitch itself (Diagram 4). This play has gained an average of 6.9 yards per try for four years.

Normally, the pitch is run wide at the No. 5 and No. 6 holes. However, as previously mentioned, the offensive play-



ers will cut inside the defense if they spread too wide for the offense to go around. Occasionally, the pitch will be run at the No. 3 and No. 4 holes, but this requires very sharp ball-handling by the quarterback, and when used is strictly a gamble.

As the name implies, the pitch is carried out by the quarterback pitching the ball with both hands to the near halfback. He does this by pivoting 180 degrees back in the direction the ball is going.

The near halfback starts with the snap, and travels in a line slightly away from the line of scrimmage, running hard. He keeps his eyes on the ball at all times even though it may not be coming to him.

The trailing halfback also starts with the snap, and slants into the line at the No. 1 or 2 hole, depending upon

BOB STOPPERT graduated from Albion College in 1939 and for the next two years coached at Bendle High School in Flint. After two years at Rockford High School, he went to Midland as basketball coach. After two years' service in the navy during World War II, Stoppert returned to Midland as junior varsity football and basketball coach. He was appointed head coach in 1953. Stoppert's 1957 team won the state championship and last season his team lost two games by a total of 11 points. The two losses were to the two schools rated as state co-champions.

which halfback is the trailer. He passes in front of the quarterback's hands as the quarterback ends his pivot. If the quarterback pitches the ball, it actually passes through this trailing halfback's arms on its way to the wide halfback.

After the ball has left his hands, the quarterback turns away from the line in the opposite direction from the ball, pretending that he still has it. This move sets up another play.

The success of the play, in addition to good blocking, depends greatly upon the timing between the quarterback and the trailing halfback. If it is run correctly, the linebackers cannot tell who has the ball until after it has been passed off.

In this play, the key block comes from the outside man, either the flanker or the end. If the flanker is outside, he blocks the outside man, and the end takes the next one. If the end is outside, the two switch assignments.

(Continued on page 67)

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A Real Youth Program

WHEN Little League baseball started, there was considerable feeling against the program. Although we were in no way officially connected with the Little League organization, we championed its cause in these pages. We felt and still feel that the advantages of a program of this nature far outweigh the faults.

A similar program known as the National Pop Warner Conference is available for football. Under the direction of Joe Tomlin, a four-team league was started in Philadelphia in 1930. By 1948 the program had grown to the point where the Philadelphia area alone had 150 teams.

The National Pop Warner Conference is a research laboratory and clearing house on kiddie football. It makes surveys from which a set of basic standards are established and offered to every boys' club and youth agency in America that may be in the market for a safety-first tackle football program for boys.

Very wisely, the rules provide that players be matched according to age and weight limits. The smaller boys are permitted a gain in weight of 5 pounds during the season, while for the older boys it is 10 pounds. The two younger age groups wear sneakers, while the two older groups use regulation shoes. The size of the field and the number of games are specified for each group.

One of the pitfalls encountered by some of the baseball leagues was the sponsorship of teams by commercial enterprises. In the case of the Pop Warner Conference, franchises were offered first to schools, then to recreation departments, boys' clubs, Y.M.C.A.'s, and other youth agencies in charge of a professionally trained athletic director.

We have had occasion to see the program in operation and like especially the emphasis that is placed upon aspects other than mere football techniques. For example, a "character kit" is sent to coaches and parents to guide youngsters along lines of self-reliance, self-control, perseverance, industry, respect for authority, property, and each other. Boys are encouraged to study and must maintain satisfactory school grades. In some instances, bowl games are played, and in every instance efforts are made to lessen the pressure. When the boys travel to another city, arrangements are made, as far as possible, for them to stay overnight in the homes of the boys they will be playing the next day.

Each year an All-American Kid Team is selected, based 30 per cent on football skills, 30 per cent on fellowship, and 40 per cent on scholarship accomplishments. Those selected spend the last two weeks of June with Pop Warner families in Philadelphia, New York, and Atlantic City. However, the June, 1960 All-American team will journey to Jerusalem, Athens, and Rome for a two-week vacation.

The movement stays close to the school field and many of the leading football coaches are members of the board of commissioners. Jordon Olivar of Yale is currently serving as publisher of the "Kid-O-Gram," the bulletin which goes to all teams in the movement.

Injuries have been amazingly low and there have been no fatalities in 30 years. When the program was getting underway, the insurance companies were reluctant to give \$1000 coverage to a squad for a premium of \$135. The injury rate has been so low that today the entire squad including the adult coach and manager are covered for half that figure.

Unlike some of the youth baseball leagues, no one in the Pop Warner Conference receives payment of any kind. Over 400 commissioners pledge annually \$1000 in time, money or materials, while 40 national trustees take care of the operating costs of the national headquarters in Philadelphia. Incidentally, a free book of Pop Warner rules may be obtained by writing Thomas E. Willis, Northeast Philadelphia Chamber of Commerce, 4700 Frankford Ave., Philadelphia 24, Penna.

A few years ago Father Cavanaugh, former president of Notre Dame, Rabbi Max Klein of Philadelphia, and Reverend Norman Vincent Peale collaborated in writing the "Huddle Prayer" which is part of the kick-off ceremonies of Pop Warner games.

"Grant us the strength, Dear Lord, to play
This game with all our might;
And while we're doing it we pray
You'll keep us in your sight;
That we may never say or do
A thing that gives offense to You."

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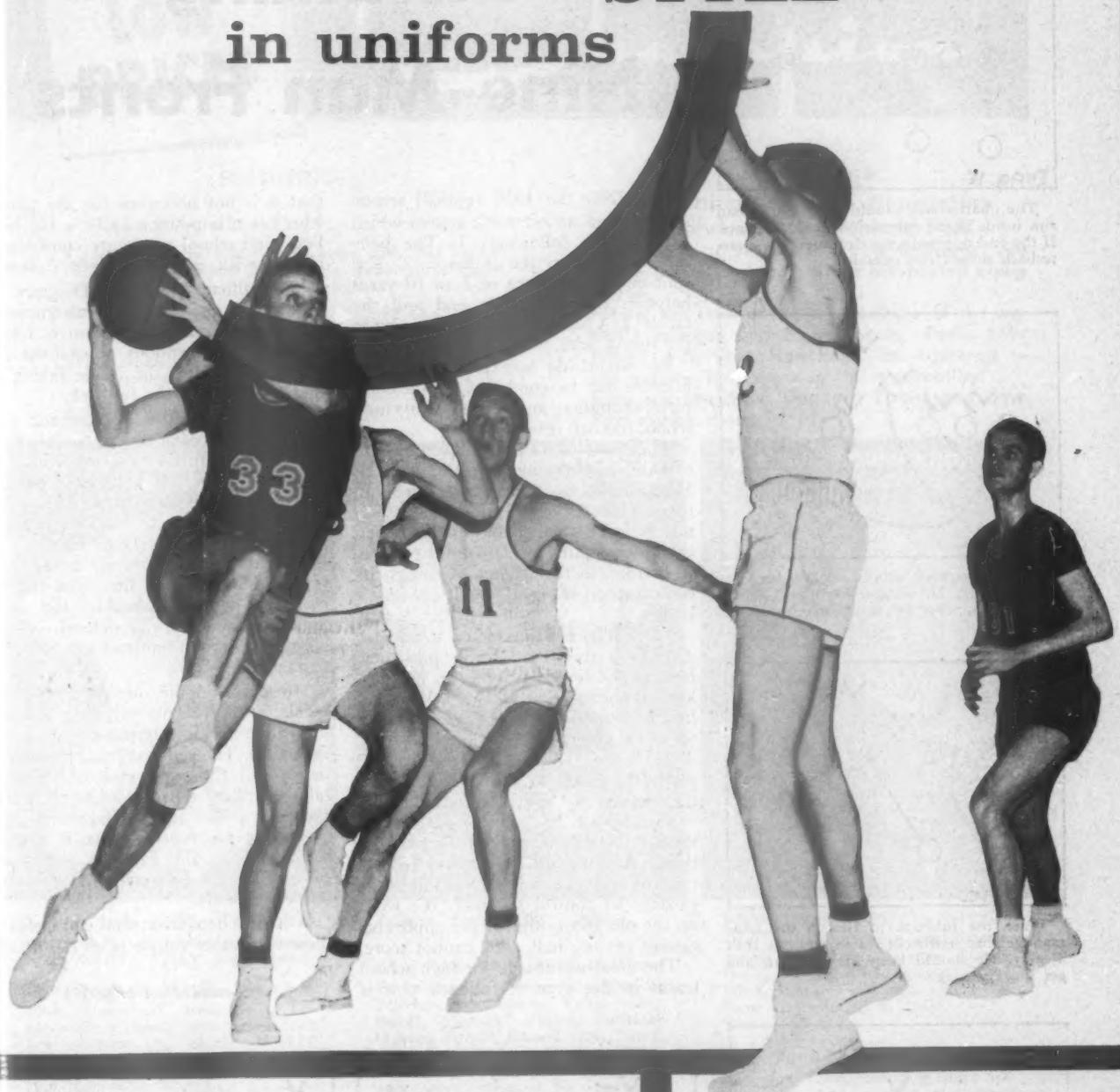
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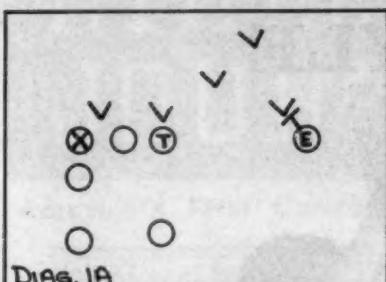
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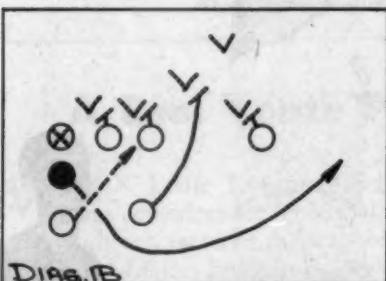
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By EARL R. CHISM
Football Coach, Dunlap, Illinois, High School



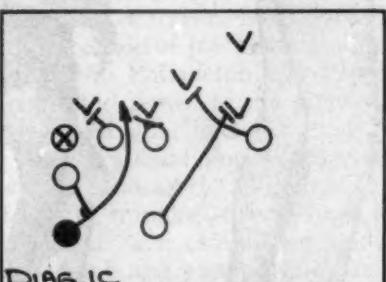
DIAG. 1A

The quarterback should use the split end run inside if the defense outflanks the end. If the end outflanks the defender, the quarterback should run outside.



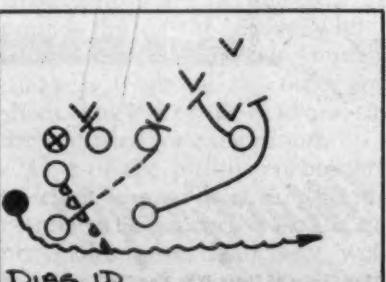
DIAG. 1B

The quarterback should be fast for outside running. He should use the fake to the fullback when he wants to go outside.



DIAG. 1C

Teach the fullback to run in the same manner that halfbacks do in straight split T play. He should keep his head up and get short yardage.



DIAG. 1D
A quick pitch-out to the man-in-motion can be used to hit outside quickly.

Attacking Nine-Man Fronts

DURING the 1958 football season we used an offensive system which featured the following: 1. The belly series, faking to the fullback. 2. The split end — distance of 7 to 10 yards between the strong-side end and the tackle. 3. A halfback in motion, going to the strong side.

We would like to explain how these features can be combined into a complete, simplified, and very effective high school football offense.

The basic factors of our offense are explained briefly in Diagrams 1A, 1B, 1C, and 1D. As shown in Diagram 1B, we want to draw the defense in with our fullback thrusts and fakes. When the defense pulls inside, we hit outside. Therefore, in the scheme of things the old strategy of *inside* and *outside* is basic.

The fullback is instructed to run for *daylight* rather than for a particular hole in the line. In doing so, he must keep his head up at all times. We want him to slide for openings along the line when defenders block his original path. This is the same style formerly employed by halfbacks in the dive play of the straight and split T offenses.

As is true in the halfback play of the split T, our fullback is trying to get three or four yards per carry. In this type of play we are relying on short yardage to control the ball. We work on the old theory that if the opponents cannot get the ball, they cannot score.

The great advantage for high school teams in this type of fullback play is

that it is not necessary for the player who has this position to be a big boy. Few high school teams are consistently blessed with the big, speedy fullback.

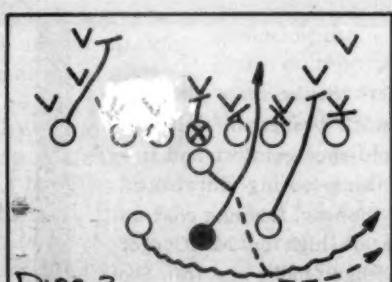
The fullback-give play (Diagram 2) shows all the blocking assignments against a nine-man defensive front. There are tremendous possibilities for outside play after the inside faking of the belly play to the fullback.

For instance, the quarterback can keep the ball after faking to his fullback and sweep the end, following the blocking of the left halfback who has previously gone in motion. This play, along with complete blocking assignments, is shown in Diagram 3. The three outside defenders are situated so it would be best for the right end to take the corner linebacker, the right halfback to crack the defensive halfback, and the left halfback (in motion) to take the end.

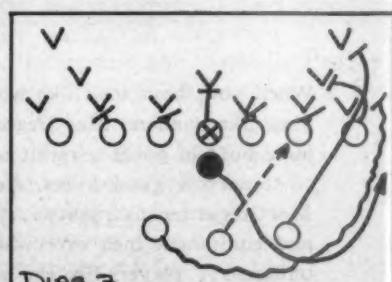
However, on the outside play these blocking assignments will vary according to the positions of the three outside defenders. The right halfback, left halfback, and the right end will always take the three outside defenders when the play is run outside; however, they will trade assignments when it is convenient. Diagram 4 shows the same play, but with different outside blocking assignments.

A high school team that can execute these two rather simple plays has an ef-

(Continued on page 53)



DIAG. 2



DIAG. 3

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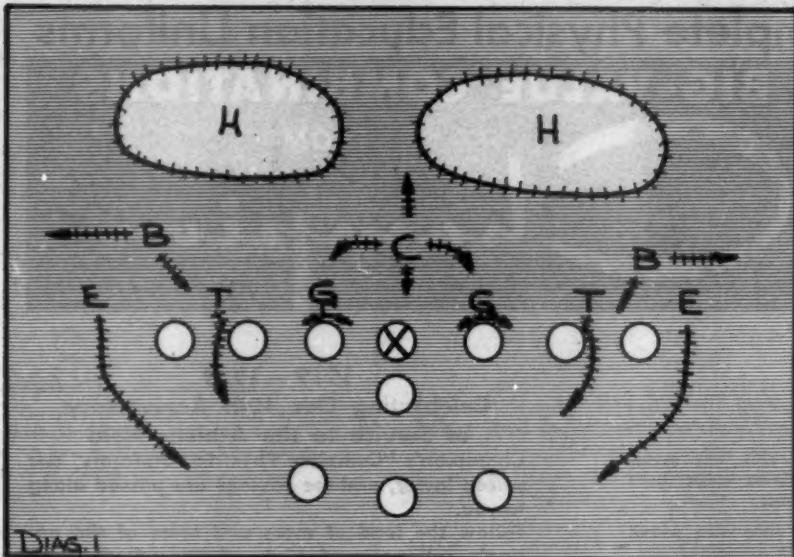
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A 6-3 Defense for the Split T

By EARL L. COLEY, JR.
Football Coach, Clinton, Missouri, High School

DURING the last three years since we started to use the 6-3 defense, our teams played twenty-five T formation teams. These teams scored a total of thirteen touchdowns. Several of the touchdowns may be attributed to substitutions which the score warranted. Except for the last few games, no attempt was made to set any kind of a defensive record.

We do not claim that our defense is a cure-all for any situation. The 6-3 defense is not particularly new or different; however, it does offer a refreshing change from the 5-4 and eight-man lines prevalent in so many sections of the country. Contrary to the opinions of many coaches, we believe the 6-3 alignment provides a fine pattern for a basic defense. The variations according to the strong points and offensive patterns of the opposing teams are many and varied — for example, red dogging linebackers, loops, slants, etc. These patterns adapt very well to the 6-3 since the players are able to work in groups of three (two linemen and a linebacker). However, in this article, we would like to deal with the possibilities of the 6-3 defense as our teams play it against an inside or outside belly offense and without the variations previously mentioned.

Diagram 1 shows our team's general position in relation to the offense. Basically, we play in relation to the opposing team's line-up; however, if at any time the opponents split so wide that our players shoot the gap and cover the defensive area safely, they do so.

Diagram 1 further shows the initial defensive charge of each player. This charge varies occasionally when one or more players may wish to red dog. A player may red dog by letting another player in his defensive group know his intention so that his area may be covered. Groups are composed of the two guards and the middle linebacker, the tackle, end, and outside linebacker.

EARL COLEY competed at Southwest Missouri State College and graduated from the University of Missouri in 1950. He coached at Odessa, Missouri, winning the Western Missouri Conference title in his second year. Coley moved to Clinton, Missouri where his teams hold a 16 and 2 record as well as being West Central Conference champions last year.

Let us see how these assignments affect the standard split T plays.

The guards play head-on the offensive guard. Their first movement is a quick charge and shiver in which they attempt to meet the opponent on his side of the scrimmage line. This movement places the defensive guards in a favorable position against offensive pulling guards. It is also consistent with the objective of teaching a desire of contact and pride in carrying the fight to the opponent. The guard's man is the fullback on the outside series and the off-side halfback on the inside series. The reaction is toward the first movement of the quarterback, plugging the dive and counter holes. Pursuit, except for a free ball or pass, is along the line of scrimmage. The off-side guard goes slightly deeper, taking care of the dive and counter plays.

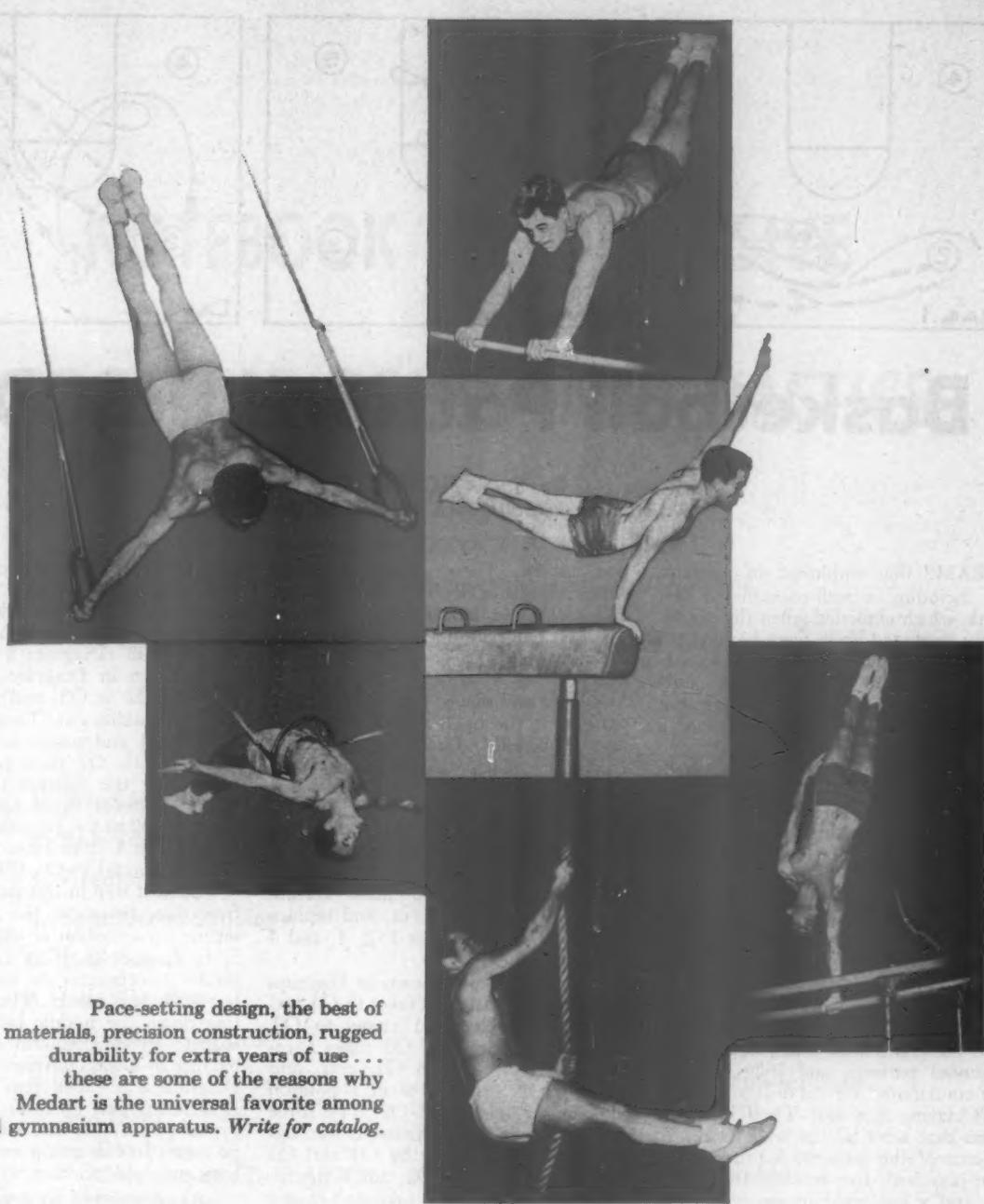
The tackles play on the outside shoulder of the offensive tackle. Their movement on the snap is into the opposing tackle with the near foot, contacting with a shoulder or forearm lift, and continuing across the line of scrimmage about a yard and a half. This penetration is the start of the cup. The contact with the tackle has the double purpose of making the dive hole smaller and throwing the tackle off balance in case his assignment is a block downfield. Contact also helps prevent cross-blocks, traps, etc.

Our ends play wider than is customary to assure maximum visibility and to reduce the possibility of being hooked in. Their assignment is to penetrate approximately three yards and play the deepest back. They strive continually to decrease the size of the hole between themselves and the tackle. Pursuit for both the end and the tackle is at a 45-degree angle or more, after being certain the ball has passed the line of scrimmage.

The position of the outside linebacker is a yard and one-half to two yards behind the line of scrimmage and slightly outside the offensive end. This position enables him to see the development of the play and at the same time keep an eye on the end for any tip-off of a possible pass play or the blocking assignment of the ends on the linebacker. He is primarily responsible for the quarterback on the option play, but we have found this player is very effective against the slant plays in the case of a poor fake by the quarterback. He never pursues until the ball passes the scrimmage line.

The halfback takes the deep zone on passes and cues off the outside man on the formation whether he is an end or a flanker. Of course, he plays outside the end or flanker, looking in toward the quarterback from about seven

(Continued on page 72)



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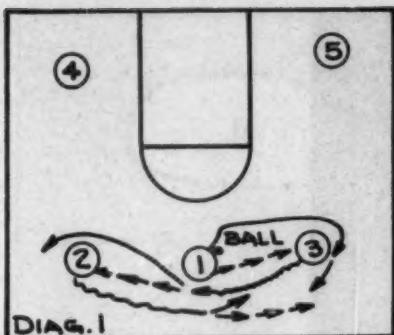
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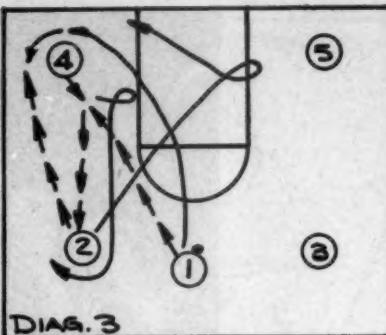
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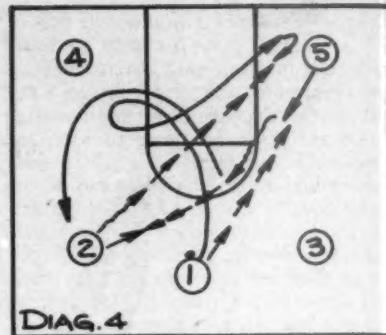
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DIAG. 1



DIAG. 3



DIAG. 4

Basketball Patterns Pay Off

By S. J. PICARIELLO
Assistant Basketball Coach, Long Island University

TEAMS that employed set patterns, including a well-coordinated fast break, which exploded when the opportunity presented itself, were highlighted during the previous basketball season. These were the teams that not only finished far ahead of the others, but also drew and held the interest of a large number of spectators.

There were exceptions where fouls lost games, excessive whistle blowing was noticed, balls were thrown away before a shot was taken, and instances in which the manager was blamed for the defeat. However, it was obvious that pattern playing paid off for the victorious teams.

When teams were fairly proficient in regard to the fundamentals of shooting, dribbling, and passing these patterns stressed teamwork and team play by all five players on a team. Not only were the teams well coached, but they presented patterns and styles of play that contributed a great deal to smooth, swift playing as a unit. These were the teams that went all the way.

Some of the patterns featured open style play with free-lancing, freewheeling, and a low, medium or deep pivot

post attack. These teams employed either a single or double screen, cutting, and picks and blocks by the players. The deft ball-handling and skilled play-making made the game interesting to watch.

A basic and one of the more popular patterns is the open style attack, used first by Harold C. Carlson at Pittsburgh University. This pattern is better known as the deep, flat figure eight, in which the players execute and form either a flat or deep figure eight employing either three or five players. The requisites of this pattern are that the players memorize and learn certain principles called pass, cut, and replace your receiver. Diagrams 1, 2, 3, and 4 show this pattern.

In the maneuver shown in Diagram 1, O1 has the ball. He fakes to O4 and also to O5. Then O1 passes to O3, cuts and replaces O3. O3 fakes a return to O1, passes to O2, cuts, and replaces O2. O1 is now in a position to take the pass from O2. The three players continue this pattern, flat figure eight. The screens by O4 and O5 help loosen up O1, O2, and O3.

O1 who has the ball fakes to O2 and

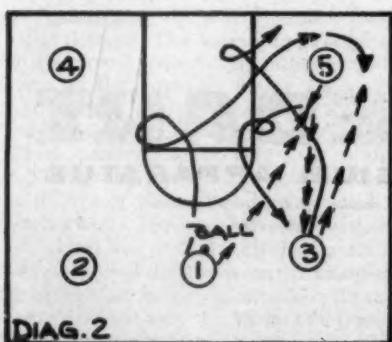
also to O3. Then O1 passes to O5 and cuts, replacing O5. In turn O5 passes to O3. Thus the sideline flat figure eight is achieved with players O1, O5, and O3 (Diagram 2).

As shown in Diagram 3, O1 fakes to either O2 or O3, and passes to O4 who is breaking out. Then O4 fakes a pass to O1 and passes to O2. O1 has replaced O4. O2 then passes to O1, completing the sideline figure eight.

The diagonal figure eight with O1, O5, and O2 as the key players is shown in Diagram 4. The other diagonal figure eight would be O1, O4, and O3.

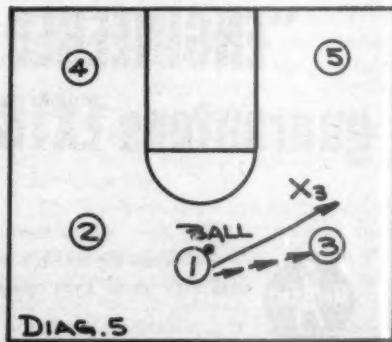
The next step in this pattern is going from three players to five players when setting up a motion of play (Diagrams 5, 6, 7, and 8). This five-man continuity incorporates the same principles but adds two others. The first is cutting down the middle but toward the basket; second, maintaining defensive balance by always having two men back. Diagram 5 is called pass go between; Diagram 6 pass go in front; Diagram 7 pass go behind; and Diagram 8 pass go away. In this set-up we see how one teammate aids another whose defensive

(Continued on page 73)



DIAG. 2

DURING his undergraduate days at Rider College, S. J. Picariello played under Clair Bee. He subsequently joined his former coach, serving as his assistant at Long Island University. "Pic" served three years in the navy and then returned to L. I. U. where, in addition to teaching physical education, he continues to serve as assistant basketball coach. This article is the first part of a three-part article.



DIAG. 5

NOTEBOOK OF DEFENSIVE FOOTBALL DRILLS AND TACTICS

Prepared by **GEORGE A. KATCHMER**
Football Coach, State Teachers College, Millersville, Penna.

Run as a feature in the Athletic Journal—Sept. 1959—June 1960

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 - Jamming Drill
10. One-on-One Tackling Drill
 - One-on-One Blocking Drill
11. Machine Drills
 - Neck Drill
 - Charging Drill
 - Shiv Drill
 - Tackling Drill
12. One-on-One Drill
13. Two-on-One Drill
14. Roll-Off Drill
15. Trap Drill
16. Three-on-Three Sideline Drill
17. Three-on-Three Secondary Drill
18. Down Under Punts
19. Pass Defense Drills
 - One-on-One
 - Man-for-Man
 - Semi-Zone Man-for-Man
 - Zone Pass Drill
 - Jump Pass Drill
20. Five-Man Scrimmage
21. Pitch-Out Drill
22. Eight-Man Drill
23. One Side Drill
24. Individual Defensive Tactics
 - Sprinter's Charge
 - The Shiv
 - Submarine
 - "Over" Charge
 - Knife
 - Shoot Tactic
 - Free Leg
 - Butt-Arm Split

1 WIND SPLINTS (Three Variations)

ALTHOUGH wind sprints are used mainly for conditioning football players, they can and do contribute to defensive skills. They help players learn to start fast when charging. This skill is very important from the defensive standpoint. Any time the defense can get the jump on the offense, the latter will not enjoy any marked degree of success. Beating the offense to the punch is the core of successful defense.

The rolls emphasized in one phase of wind sprints teach a player to hit the ground, absorb shock, gain coordination in regaining his feet, and result in the correct reaction. Many a player has been blocked beautifully in pursuit yet was able to roll, take the shock, regain his feet, and still make the tackle.

Turn-arounds teach coordination and reaction. Often a player goes downfield under a punt only to find himself confronted by a swivel-hipped, side-stepping safety man. The defensive player must be able to stop on a dime, change his course abruptly, tackle or pursue.

These three variations of wind sprints are feasible from the defensive standpoint only if a player applies himself positively during their execution. It is very important for the coach to explain the reason behind the drills. An understanding of the purpose of a drill will produce more active results. The coach must remember that wind sprints in themselves are quite exhausting; therefore, the players must see the purpose and reason behind them so they will enter into the activity in the proper frame of mind.

The easiest way to conduct wind sprint drills is to line up the players on the end zone line. Have them count off by threes, left to right. Then the drills and the purpose behind them are explained. Often this explanation is necessary only on the first day.

Call the players who are No. 1 and have them line up on the goal line. Then Nos. 2 and 3 follow in turn. By having three different groups, sufficient time is allowed to rest the group that has just completed the drill.

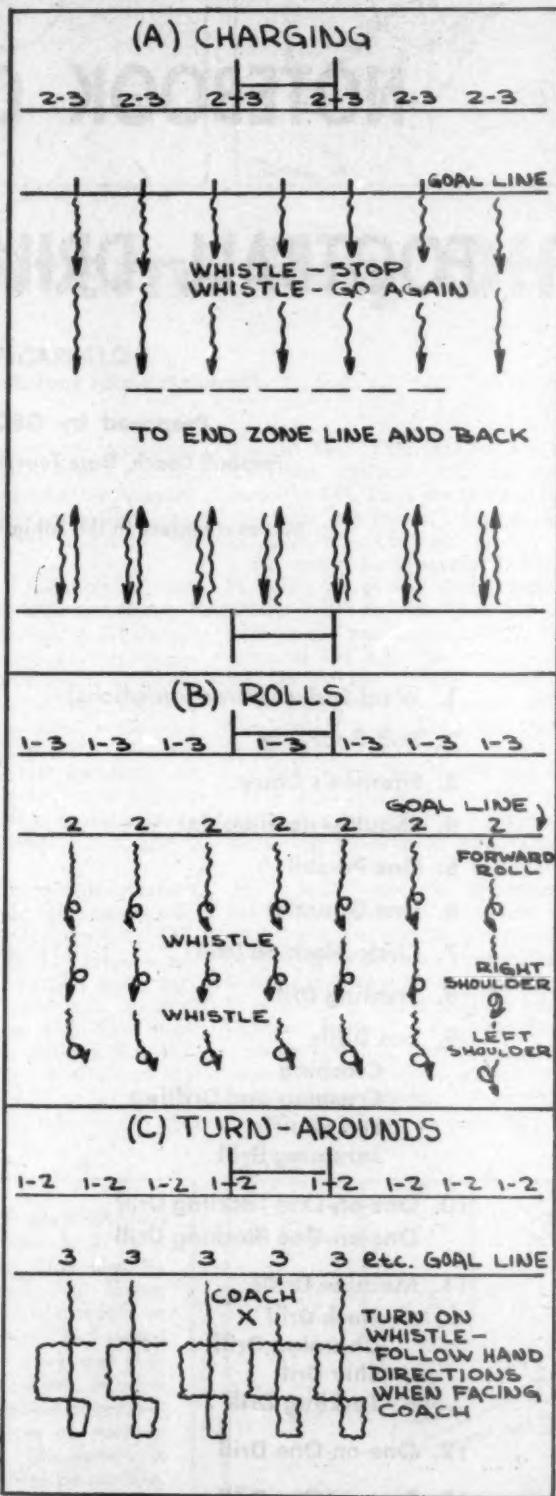
On the straight sprints the players should go into their regular stances. They spring forward with a yell on the whistle and charge until they hear the coach's whistle again which is the signal to hit their stances immediately without any additional tapering-off steps. This procedure is repeated the length of the field and back. The straight sprints should be run downfield and back once the first week, twice thereafter.

The rolls follow a similar pattern except that on the whistle each player does a forward roll, a left shoulder roll, and a right shoulder roll alternately. For example, the players start to charge on the whistle. When it blows, they take a forward roll, regain their feet, and continue charging until it blows again. The next time they take a right shoulder roll and regain their feet. On the next whistle they take the left shoulder roll. This procedure is repeated the length of the field and back.

Since this drill is quite exhausting, the coach should be certain that the players know how to roll or a broken shoulder may be the result. Rolls should be taught during grass drills.

Turn-arounds also start with a whistle. The players run at full speed until they hear the whistle. This is the signal to reverse and run back to the original starting point. When the whistle is blown again, they reverse and run for the original opposite goal. Again, the whistle will reverse the runners. Now, when the players run toward the coach, he can extend either arm sideways, signalling them to run in that direction with cross steps, facing him. The coach should use discretion regarding the number of

turn-arounds he assigns his players. This drill will produce heavy temporary fatigue. A tired player will only go through the motions with very little positive results. The coach should gauge the number of reverses and arm direction changes he assigns according to the physical progress of the team.



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FEAR

Controlled by Confidence

By DON R. LAUN

Football Coach, Albert Lea, Minnesota, Junior High School

FEAR is an emotion which coaches as well as parents must face when a boy comes out for football. The feeling is present and cannot be overcome without help. In the past, many coaches have solved this problem and we hope this article will help many others.

It is rather difficult to define fear because each person has his own interpretation and degree of application. However, Webster's Collegiate Dictionary says that fear is: *emotion marked by alarm, dread, ground for occasion of alarm.*

The young player, whoever he may be, will have some fear regarding the game of football. Since we all differ in general make-up, this so-called fear will be present in varying degree; therefore, it becomes one of the many issues the junior high school or high school freshman coach must face. How he solves the problem will determine to a great extent the boy's outlook on the difficulties encountered in everyday life as well as in the game of football.

It is our belief, whether people will admit it or not, that we all have some fear about one thing or another. This is very true in the case of young boys out for football. We try never to mention fear or ask the boy if he is afraid of any particular thing because many of them do not like to admit it. This hidden fear is handled in several ways.

Blocking

When a player is learning how to block, he is naturally a little wary of what is in store for him. In a case of this kind, we depend a great deal on establishing self-confidence in the player. A definite, but slow policy is used. The first step is an explanation about blocking and how much depends on it. At the same time a demonstration is given on each type of block that will be used. The explanation and demonstration take place before a player ever attempts to execute a block. Then we proceed with the actual blocking by having each boy take the position used for a block, either on the coach or on a dummy. In this way, individual in-

struction can be given and any corrections can be made on body, arm, and position of the feet. Next, the boy is told to step back three or four feet from the dummy and then walk through the steps of the block. He knocks over the dummy and learns that the job of blocking is not as hard as he had figured. He knocks over the dummy several times, before the pace is speeded up, in order to build up his confidence. It is only human nature for a boy to fear things that he cannot do and enjoy things he can do well. By hitting the dummies easily at first in the correct manner, and realizing that he can do so without getting hurt, practically all fear is eliminated, and self-confidence takes over for a job well done.

When we start to work with player blocking player, the procedure is similar to that used with the dummies. For the best results, start slowly and pair up boys of equal size and experience. The coaches should go from group to group seeing that the correct methods are followed. This procedure is carried out for about fifteen minutes at each practice throughout the season.

Tackling

Tackling is another phase of football where contact plays a major role, and provides the coach with another area to use in building self-confidence.

Tackling practice is started by having the players learn how to wrap their arms around the ball-carrier's legs. They work in pairs. The boys take their positions two or three feet apart and proceed by moving closer together, taking their grips and rolling. Slow motion is used so that the player learns the correct fundamentals and gains self-confi-

dence without developing a greater fear of tackling than he had at the beginning. It is surprising to see how fast the players' attitudes change when they find out they can actually do the job. Then the pace is speeded up by having each player trot to one side or the other and the other player in the pair do the tackling. Each boy takes his turn from different angles so that when the actual tackle comes up later on, he will have made it several dozen times.

It is very important that individual time be given to the players. We keep a few boys out on the field each day after the regular practice is over. Many areas are covered during these extra sessions, and individual conferences are held. Many times this is when our best work is done, because the player may relax more when the balance of the team is not present to observe his mistakes.

We feel that in working with younger, inexperienced boys the coach must have patience. Boys of this age must be worked slowly but with a definite plan. A great variety of drills and games should be used throughout the practice sessions to hold their interest and still accomplish the job.

Size Is Important

Many seventh grade boys have come to us and said that they would have come out for football practice if they had only known they would not have had to play against the bigger fellows. This feeling is common and is easily corrected by dividing the team into groups of equal size and ability. Experience and ability are just as important as a boy's size when the groups are formed, because the aggressiveness of an experienced player who weighs 100 pounds will often scare out another inexperienced 100-pounder.

Small schools may have to play six or eight-man teams instead of eleven-man teams, but should do so for the best results. Fundamentals are mastered better when a group progresses as a unit, no matter what size this unit may be.

(Concluded on page 61)

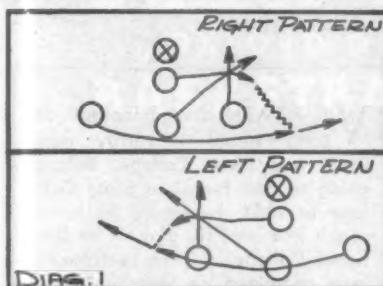
THIS article is based on the author's seven years of coaching experience. Don Laun holds a master's degree in physical education and has coached both senior and junior high school football.

Series

By RAY W. BALLOCK
Junior Varsity Coach, Orland, California, Joint Union High School

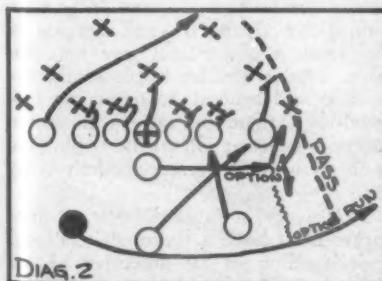
Signal

WE were looking for a sure-fire method of putting an end to a losing streak before losing became an unbreakable habit with the team. A system of plays was used at the start and then the plays were grouped into a simple system of series. Rule blocking which is essential to the success of calling plays in series is used. Using the split T, the even-numbered plays go to the right side, and the odd-numbered plays go to the left side (Diagram 1).



It does not take long for high school players to follow this thinking because they have only one pattern to run to the right, and one to the left.

When the players have learned the plays singly, then they are grouped into the series. The first series is Series 2 which is an even number. Immediately the players know the series will be to the right side. Our first play is the bread and butter play of the T system, play No. 4. The second play is No. 6 and the third play is No. 8. Play No. 8, which is shown in Diagram 2, provides diver-



sity by being an option. In this play the quarterback can either keep or lateral to the halfback, who can pass or run.

We always place the opposite end downfield for the pass. Eighty per cent of the time that he goes downfield he either holds the defensive halfback or is open for the pass. This system works the same on play No. 9 to the opposite side of the field.

The next series is Series 2 reversed, which would mean plays 8-6-4 in that order.

Going to the left side of the field Series 1 is called, an odd number. The plays in this series are 5, 7, and 9. The next series is Series 1 reversed, plays 9, 7, and 5. It is surprising how quickly the players learn and how much they enjoy catching the defense out of position. In order to stop the defense from loading one side or the other after the first few series, one or two other series should be used.

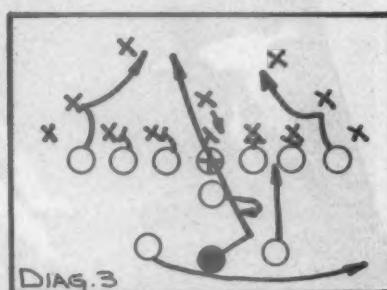
After playing under the much-revered Carnie Smith at Pittsburg (Kansas) State Teachers College, Ray Ballock coached for two years at Appleton City, Missouri before moving to Blue Rapids, Kansas. A two-year stint at Jetmore, Kansas followed, and Ballock then accepted his present position at Orland where his teams have been undefeated the past two seasons.

These additional series can be a combination of plays, depending on what the coach wants in the first two series. However, he must keep in mind that the plays will have to be relative to the continuity of the system. We call the next series counter series right, starting with play zero, a counter for the fullback. The pattern for the backfield is right, with the fullback taking two steps and then cutting back over the zero hole (Diagram 3).

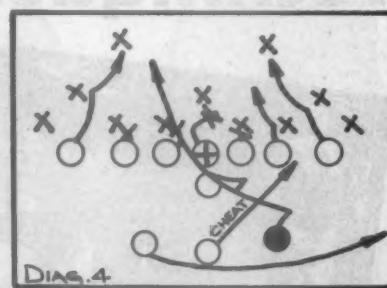
The second play can be a short quickie pass play either into the flat or over the center, depending on the defense. It can be to either end, but in

Calling

order to follow along with the right side pattern this pass should be thrown to the right side end. Several plays can



be used for the third play of this series, but we use a cross buck No. 3. Again the backfield pattern is right, except for the right halfback who runs a counter path and hits into the 3 hole (Diagram 4).



The series to the left is called counter series left, and the plays are counter No. 1, quickie pass, and cross buck No. 2.

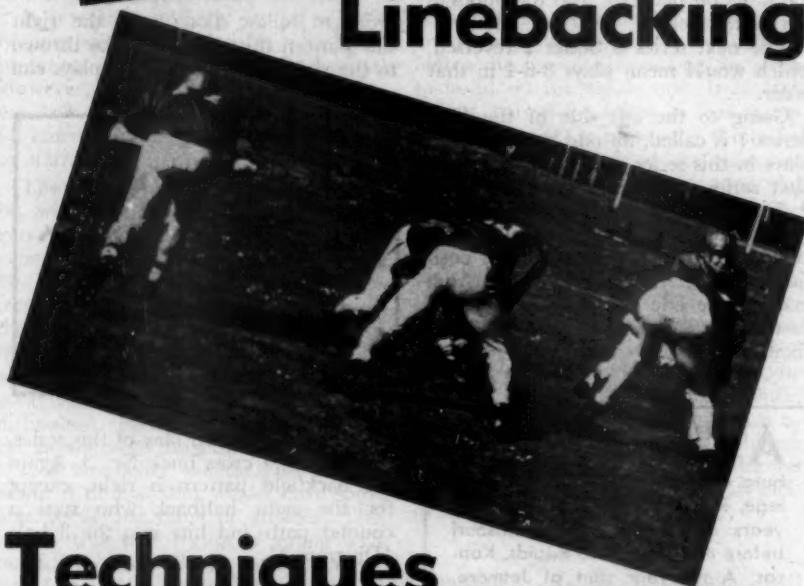
The fourth play should be reserved for the situation that develops on the field. If the team has made a first down, the players go into a huddle and call a (Concluded on page 84)

By VICTOR ROWEN

Line Coach, San Francisco State College, San Francisco, California



Linebacking



Techniques



Series A

ONE of the most difficult defensive positions for any football player to master in this day of specialization is that of linebacker. It is well known that a good football line can be weakened by poor linebackers, and the opposite holds true in the case of outstanding linebackers.

The skills and qualities which will enable a linebacker to discharge his duties satisfactorily are as follows:

1. *Like physical contact.* The linebacker, because of his close proximity to the line of scrimmage, must be prepared at all times to absorb the blows of offensive linemen and strike blows of his own. He must always be in position to close with his body any holes that open up in the defensive line. It is vital that the linebacker be physically tough, because in addition to all the other body contact he must take, many times he will be in the legal area around the line of scrimmage where a defensive player can be blocked from behind. The linebacker will be knocked

VIC ROWEN played football at Long Island University and Davis and Elkins College. Before going to San Francisco State College in 1954, he served as head coach and athletic director at Defiance College in Ohio. Last May's issue contained another illustrated article by Rowen entitled "Techniques of Pulling and Trapping Linemen."

down and must be able to get up and continue on in the play.

2. *Have great competitive desire.* Since linebackers are usually the leaders of the defensive team, the position demands a superior player who must be tough both mentally and physically. The outstanding linebacker must not only be aggressive, but must possess great competitive spirit in order to lead his team defensively at all times. This keen competitive desire is vital because it can spark a player and give him the drive, even when he is physically exhausted and bruised, to overcome tremendous fatigue by pure will power and do a superior job on the field. This desire is what is commonly known as *guts*.

3. *Have great football sense.* A linebacker must have a thorough technical understanding of all defensive phases of football. He should know the offensive formations of his opponent and the strengths and weaknesses of each formation. Also, at all times during a game he must be aware of the tactical situation; he must know the down,

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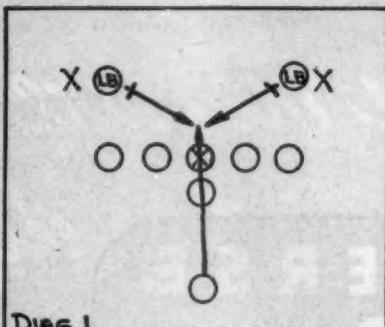
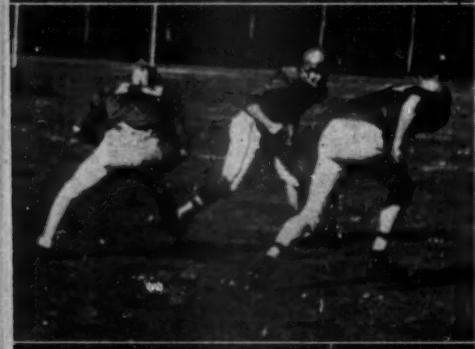
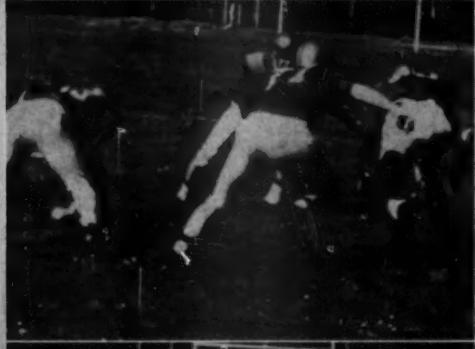
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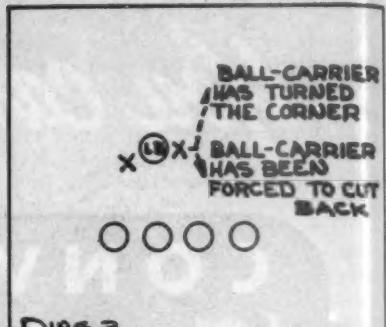
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DIAG.1



DIAG.3

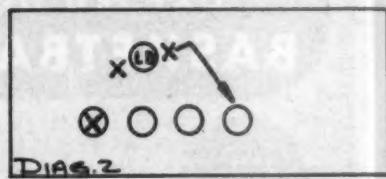
yards to be gained, position of the ball on the field, period of the game, the score, and all other pertinent information from a defensive standpoint. The linebacker must also know how to read keys on some offensive players and be able to diagnose plays as rapidly as possible. He should know his own team's defenses and the strengths and the weaknesses of each player so that at a glance he can tell whether his teammates are in proper position.

Series B

4. *Have good mobility.* The linebacker does not have to possess great speed, but he should have first-step quickness. By this we mean he must be quick-moving laterally, forward or backward with his first few steps. The linebacker must be able to shed blockers rapidly and reach the ball or correct pursuit position as quickly as possible.

5. *Be a skillful tackler.* More than any other player, the linebacker is called upon to make tackles close to

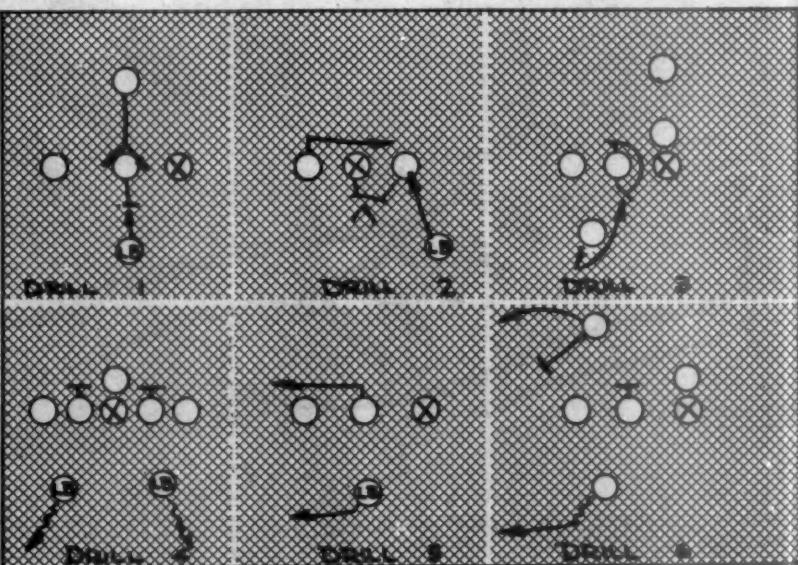
the line of scrimmage and in the open field. Many times he must cover a flat zone or area and be able to defend against a good running back in the open field in a one-on-one situation. Because of these, and other key tackles he is called upon to make, the linebacker must be an extremely skillful tackler.



DIAG.2

6. *Not commit himself too soon.* Because many offensive plays are specifically designed to fool linebackers into committing themselves too soon, one of the real obstacles young linebackers must overcome in learning to play this position well is that of not acting too quickly against running plays or pass plays that come off fake runs.

7. *Be able to defend against the forward pass.* Many high school and col-



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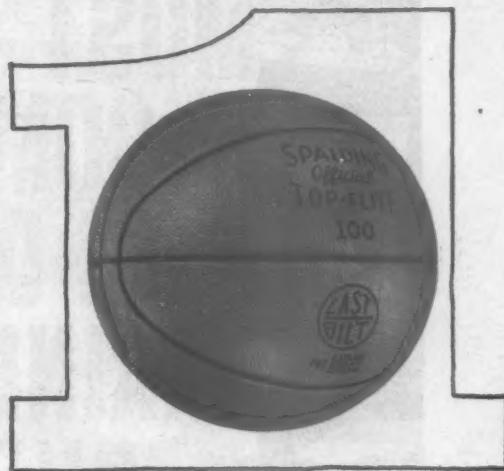
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lege coaches select linebackers primarily because of their ability to play against the running game. However, in this day of great emphasis on forward passing, we believe that coaches, when selecting linebackers, should pay more attention and give equal consideration to their ability to defend against the forward pass.

8. *Be able to play against the punt formation.* Linebackers are called upon to do many jobs throughout a game; therefore, they must be extremely versatile. Sometimes linebackers must act as defenders against punt formations. At times they are called upon to block a punt, and still might have to block men coming downfield as their team attempts to return the punt.

9. *Know the correct angle of pursuit.*

The good linebacker knows the correct angle of pursuit every running and passing play. Some of the angles of pursuit he must know are shown in the accompanying diagrams.

The angle of pursuit for inside linebackers against a play coming right over the center is shown in Diagram 1.

Diagram 2 shows the angle of pursuit for an inside linebacker against a play coming off-tackle to his side.

The angle of pursuit for an inside linebacker against a play going around the end to his side is shown in Diagram 3.

Before linebackers can learn any of the technical skills involved in playing their position, they must perfect the correct stance. Our linebackers are taught the following stance:

1. The linebacker's feet should be

staggered, as wide apart as his shoulders, and the inside foot should be forward. The outside foot should be back to enable the linebacker to move without being cut off by some blocker on his side. We want our linebackers to be in position to pursue the ball to the outside if necessary, and they cannot have the outside foot blocked by an offensive player. This stance is comparable to that used by a boxer. The linebacker's feet should be parallel before the play starts. As the ball is snapped, he takes a short jab step forward, six to eight inches, with his inside foot, placing the feet in a heel-instep or heel-toe position.

2. His toes should be pointed straight ahead.

3. The linebacker's knees should be pointed straight ahead and bent slightly.

4. His hips should be flexed, and his body crouched slightly in a comfortable position.

5. The shoulders should be facing the line of scrimmage.

6. The linebacker's eyes should be looking at the offensive player who is to be keyed, or an offensive player with no defensive man in front of him.

7. His hands and arms should be hanging loosely along the side of his body with the fists clenched and ready to strike a blow as soon as the offensive team comes to a set position.

The first thing we do after a linebacker has successfully mastered the stance is to teach him the various keys necessary to good linebacking techniques. Depending on the type of offensive team being played, linebackers are usually taught to key uncovered linemen who are playing in front of or close to them. The keys we teach our linebackers to watch for are as follows:

1. If the uncovered lineman moves in his direction, the linebacker must strike a blow against this lineman's block, shed him, and move to the ball. Our linebackers are taught to strike a blow and neutralize an offensive blocker. At the point of contact, the linebacker's arms and shoulders must be lower than the shoulders of the blocker so contact can be made around the numerals of the offensive man to enable the defensive player to stand the blocker up, shed him, and move to the ball-carrier. Drill 1 is used to teach this action. In this drill, a linebacker plays in front of an uncovered lineman with a ball-carrier directly behind the offensive player. The offensive lineman attempts to block the linebacker, and the ball-carrier runs behind the block. The linebacker attempts to follow the principle of striking a blow, shedding the blocker, and moving to the ball-carrier (Series A).

2. If the lineman who is being keyed pulls out, the linebacker steps first with

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For further information see Buyers Guide, page 92



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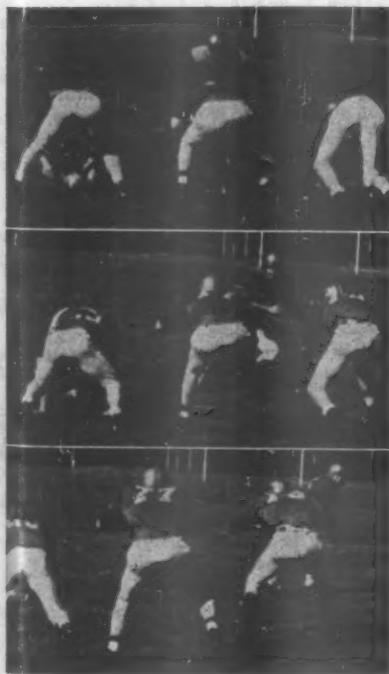


AS in previous years, this popular sports calendar has been designed to provide ample space after each date for recording future athletic events and important meetings. Corresponding to the regular school year calendar, the Master Lock calendar is 18½" x 24¼" in size and has protective metal strips on the top and bottom with double eyelets for easy hanging. Available free of charge by using the Service Coupon or writing Master Lock Co., Dept. A, Milwaukee 45, Wisc.

the outside foot and trails the offensive player in the direction he is going. By trailing the pulling lineman slightly, the linebacker is able to be in position to stop the ball-carrier when he crosses the line of scrimmage and attempts to cut back. We always have our linebackers take a direct path to the ball-carrier. The correct angle of pursuit on wide plays enables the linebacker to use a side tackle on the ball-carrier who is cutting downfield. It also prevents the linebacker from being blocked head-on by the lead blocker as the ball-carrier follows the blocker across the line of scrimmage. The first diagonal step taken by the linebacker is slightly back to enable him to stay clear of any pile-up of players that is created on the line of scrimmage (Series B).

3. If the lineman who is being keyed shows pass blocking, then our linebacker drops back to the hook zone as rapidly as possible. In doing so, he moves his outside foot back, crosses his inside foot to the outside, and runs back, looking at the passer over his inside shoulder. Getting to the hook zone as rapidly as possible is the linebacker's first responsibility in defending against the forward pass. His second job is to be concerned for the draw play over the area which he vacated. Third, after reaching the hook zone area, the linebacker is also concerned about a possible screen pass to his side. The linebacker's fourth responsibility is to help defend against a swinging back maneuver to his side. His fifth responsi-

Series C



bility is to be ready in case the passer starts to run with the ball. In that event, the linebacker must be prepared to pursue the quarterback in any direction he might run.

If the five previously mentioned offensive maneuvers do not take place, then as the linebacker reaches the hook zone, he continues to drop back and help defend in depth against the forward pass. When the ball leaves the

quarterback's hands, our linebacker immediately turns and runs in the direction of the ball's flight. Our linebackers are coached to intercept passes aggressively, because often the one pass interception by the linebacker can turn the tide of a game.

As the linebackers move to the hook zones, they attempt to keep the offensive ends on their side in sight as long

(Continued on page 51)



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MADE of Du Pont "Orlon" acrylic fiber, these modern warm-up suits are washable without danger of shrinkage, combine warmth with light weight, are soft to the touch, and non-allergenic. This soft fleecy pile fabric is moth-resistant and requires no special handling in storage. The suits and jackets are machine washable, durable, and require no pressing. Warm-up suits are available in a variety of styles and color combinations. Wilson Sporting Goods Co., 2233 West St., River Grove, Ill.



NAMED the model "F357N," this new trampoline has a 9' x 5' frame that telescopes together and can be taken apart in just a few minutes for fast, easy storage. The bed is of the same heavy nylon that is used on the larger models. This smaller model was designed for elementary schools and youth recreation programs. The price has been kept low to keep within the smaller budgets of elementary school physical education departments — only \$89.25. American Trampoline Co., Jefferson, Iowa.

THE "Phys-Exerciser" is an assemblage of apparatus that can be used for a wide range of supervised body-building exercises. It consists of two sturdy, welded and well-braced stands with padded and vinyl-covered tops. The telescoping tubular steel legs are adjustable in 4" increments from 18" to 30". Balance beam, parallel bars, and pommels are equipped with bolts and wing nuts that fasten into bushed holes in the stands. Fred Medart Products, Inc., 3535 De Kalb St., St. Louis 18, Mo.



LONG needed in the athletic picture are these heavy cardboard letters for making athletic posters. The letters are mounted by using a reusable two-sided plastic adhesive. These cut-out letters are available in red, black, green, yellow, blue, and white in a variety of sizes. The 2" capital letters (180 letters) and the 1 1/8" manuscript style (240 letters) sell for \$1.00 per set. The 4" capital letters (150 letters) sell for \$2.00. Mutual Aids, 1946 Hillhurst Ave., Los Angeles 27, Calif.

Inspiration Versus Perspiration

By BILL BENTLEY

DURING the Middle Ages, when Highland clans prepared for battle, slogans, or *Slaugh-ghairms* as they were called in those days, played an important part in the fray. They not only keyed up the warriors for action, but also acted as a password at night, or in the confusion of battle.

Slogans today are very much a part of the American way of life. They are used in political campaigns, advertising appeals, safety programs, and other allied endeavors. The current use that comes nearest to approximating the original intent of *Slaugh-ghairms* is the way they are employed by athletic teams. The analogy between a group of screaming Gaelic warriors preparing to storm an enemy encampment, and a shouting football team charging out into a stadium is quite similar.

Mottoes, from the French *Mot* — meaning word — also date back to long ago, as do adages, proverbs, maxims, and other all-weather beatitudes capable of causing lofty meditation, or helping repair traumas from last week's game.

The professional teams do not use slogans and mottoes to the extent that colleges do. For instance, the management of the New York Yankees states: *The only morale builders we have are players with the necessary ability to win ball games.* The Milwaukee Braves' management has this to say: *We just try to win each game day by day.* The Montreal Canadiens, hockey's perennial powerhouse, look at things this way: *The fact that our players know they are playing for the best team in hockey is more than sufficient incentive for them to give their best at all times.* However, their arch rivals, the Detroit Red Wings, do use a slogan. This reminder is posted in their dressing room, *We Supply Everything But Guts.*

Inquiries as to what slogans and mottoes are used by various colleges and universities to aid player morale brought the following responses:

University of New Mexico

When the whip touches the thoroughbred, he responds with all the courage in his heart and strength in his sinews. When a mule feels the whip, he balks and sulks.

The difference between good and great is a little extra effort.

University of Idaho

There is nothing as uncertain as a sure thing.

Brigham Young University

Through these portals pass the most spirited team in the world.

Ohio State University

The Buckeyes use no particular slogan, but the football team sings *Fight the Team and the Buckeye Battle Cry* before each game.

University of Arizona

Bear Down — this slogan is painted on the gymnasium roof.

University of Oregon

If you do not improve, you deteriorate

Anything that is green grows.

Mental toughness is as important as physical toughness.

Remember, you are a member of a team and must subject your individuality for the good of the team.

University of Michigan

Sportsmanship is the Golden Rule in action.

University of Tennessee

A winner never quits and a quitter never wins.

AFTER graduation, Bill Bentley served as assistant sports publicity director at St. Louis University. He has been a part-time baseball scout and holds a master's degree from Central Washington College. For the past nine years Bentley has taught physical education in Florida schools.

Tennessee is known as a blocking team.

Eleven men in every play.

When the going gets tough, the conditioned man always wins.

One interferer is worth three ball-carriers.

University of Maine

Through and beyond.

University of Kansas

It takes work to be good, and if you aren't good we have no one to blame but ourselves.

How you use today determines how tomorrow uses you.

Can you truthfully say, I am better today than I was yesterday.

Southern Methodist University

The team that makes the fewest mistakes usually wins.

Don't be an individualist, be a part of the team.

University of Washington

Toughness is a quality of mind; without it physical condition is a mockery.

Iowa State College

A man is worth what he gives.

Play for and make the breaks. When one comes your way, score.

Auburn

When the going gets tough, the tough get going.

University of Connecticut

Win is spelled H-U-S-T-L-E. The easy way to spell win is hustle.

University of Tulsa

The essence of a long-gainer is superior or downfield blocking.

Games are not won on the rubbing table.

Davidson College

Teams that can't be beat, will not be beat.

Universities of Vermont and Texas

It's not the size of the dog in the fight; it's the size of the fight in the dog.

University of Rhode Island

Right Attitude Means Success. (The University of Rhode Island's nickname is Rams. These four letters make the slogan).

University of California

Following is the inscription on the Andrew Latham Smith bench which was dedicated in 1927:

In tribute to Andrew Latham Smith, coach 1916-1925.

We do not want men who will lie down bravely to die but men who will fight valiantly to live.

Winning is not everything, and it is far better to play the game squarely and lose than to win at the sacrifice of an ideal.

Michigan State University

A little extra effort is the difference between good and great.

I Will.

When the going gets tough, we get tougher.

(Concluded on page 60)

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East Stroudsburg, Pennsylvania

Dive Your Wingback

By DALE HANKS
Football Coach, Pocahontas, Arkansas, High School

WITH the widespread trend toward some type of formation which employs a wingback, it is a rare occasion today when a football team is seen operating exclusively from the pure or *dead* T formation that was popular a few years ago. Many coaches, although still favoring the T formation, have been forced by improved defensive play to implement more and more variations from the basic T.

Originally, these variations centered around the man-in-motion which gave the T formation a greater balance of power to one side. Gradually the defense began to make adjustments which allowed for the man-in-motion and, as a result, its effectiveness was drastically reduced.

Following the man-in-motion popularity came flankers. Flankers, while creating essentially the same effect as men in motion, were probably more effective for several reasons. It was found that they required less work on offensive timing than did men in motion, and a greater diversification in the attack was provided. Only one man at a time was allowed to be in motion, while any number of flankers could be set in a number of different ways.

Along with the employment of flankers, many T formation teams began to utilize split ends. Split ends and flankers are still extremely popular today. The multitude of possibilities arising from a split flanker, split end variation has yet to be exploited to the optimum.

Following closely behind the flanker, split end trend has been a move by many T teams toward the use of one or more wingbacks. The Universities of Iowa and Delaware employed winged T attacks successfully. This fact has undoubtedly served to popularize the use of wingbacks with the T formation. At the present time the winged T and double winged T formations are common in almost every section of the country.

This move by T teams toward the employment of wingbacks has been primarily for the purpose of gaining the effective double-team block with the wingback and the end. It has forced the defense to recognize the potential power afforded by the wingback. In the case of a winged T attack, the defense

DALE HANKS graduated from Arkansas College in 1950 and began his coaching career as line coach for the Heidelberg Military Post while serving in the army. Upon separation from active duty, he served as assistant coach at Paris, Arkansas and was appointed to his present position in 1955.

is not only concerned with the end-wingback combination, but the players also respect the quick-hitting dive play that is possible to the weak side.

Defensive coaches are always quick to recognize the double-barreled possibility that is afforded by the winged T. In planning a defense for this formation, it is apparent that some adjustment must be made to compensate for the wingback. Likewise, the quick-hitting dive potential to the weak side must be considered. Generally, these two major threats will receive top priority in defensive planning.

Inasmuch as the present winged T defense calls for concentration of power on one side and speed to the other side, it will be worthwhile for any offensive coach to consider the possibilities of employing the quick dive to the strong side as well as the weak side. With the quick dive potential to both sides, in addition to the power threat of the wingback, the defense will certainly find itself confronted with even greater problems.

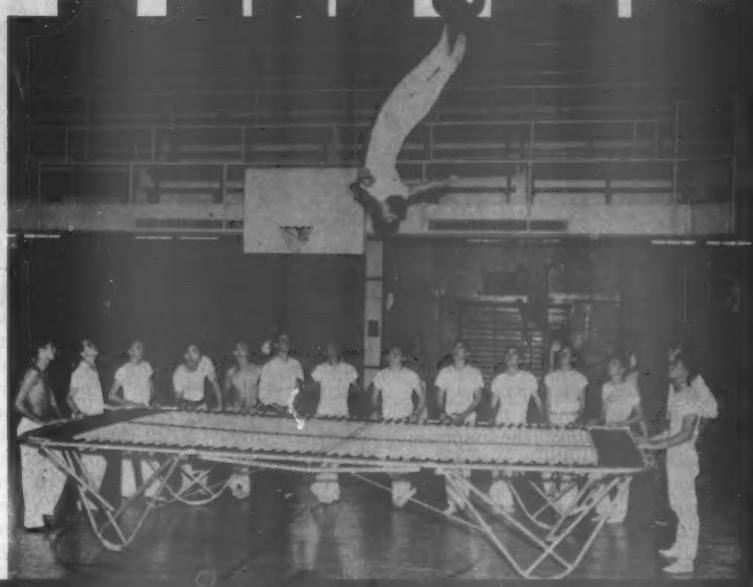
When the usual dive man is set as a wingback, most defensive planners discount the quick dive threat to that side. They theorize that the wingback is effective as a blocker, a pass receiver or a ball-carrier only for a reverse running play back toward the opposite side. When the wingback is set a yard outside, and a yard behind his own end, obviously he is in no position to receive a quick hand-off from the quarterback. He is set so wide and so close to the line of scrimmage that it would be virtually impossible for the quarterback to reach him for the hand-off as he would in the normal dive play.

However, the wingback can be em-
(Continued on page 63)

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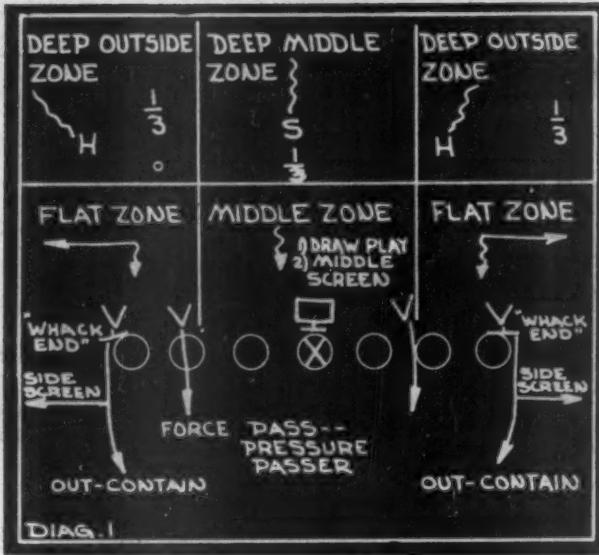
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ONE of the most bitter defeats a football coach is forced to accept is to see his team have a game apparently won, only to lose it in the waning seconds as the result of the opposing team completing a long pass and/or run for the winning touchdown. On the high school, college, and professional levels of competition, it is not unusual for football games to terminate in this manner. Several important intercollegiate games during the 1958 football season illustrate the point.

Army stopped Rice on their 9-yard line by blocking a fourth down field goal attempt. The bounding ball went to Army on its own 24-yard line. With the score 7-7, and only a little over 60 seconds remaining in the game,

quarterback, Joe Caldwell, passed to halfback, Bob Anderson, for 12 yards and a first down on the Army 36-yard line. With only 51 seconds remaining, Caldwell threw a 29-yard aerial to Pete Dawkins, who had gone behind the defensive secondary. He took the ball on Rice's 35-yard line and raced for the tie-breaking touchdown. Army won, 14-7 on a 64-yard pass-run touchdown play in the waning seconds of a hard fought game.

Halfback, Homer Floyd, caught a pass on the Kansas Jayhawks' 43-yard line and outraced the Missouri secondary for an 80-yard pass-run touchdown play, with only 18 seconds remaining in the game, to give Kansas a 13-13 tie with Missouri.

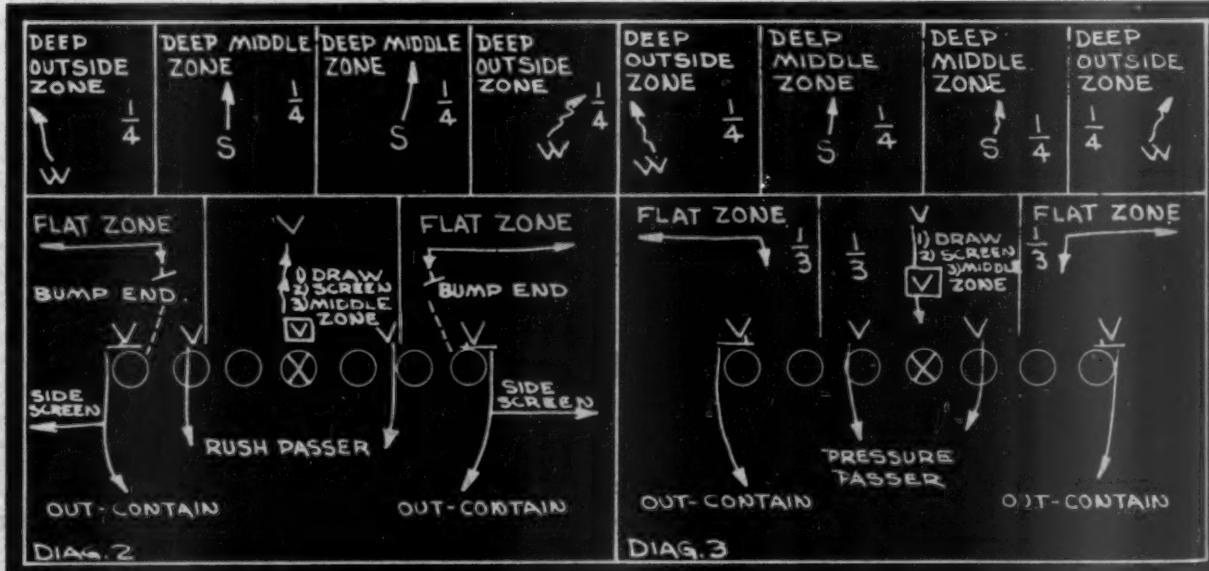
By DONALD E. FUOSS

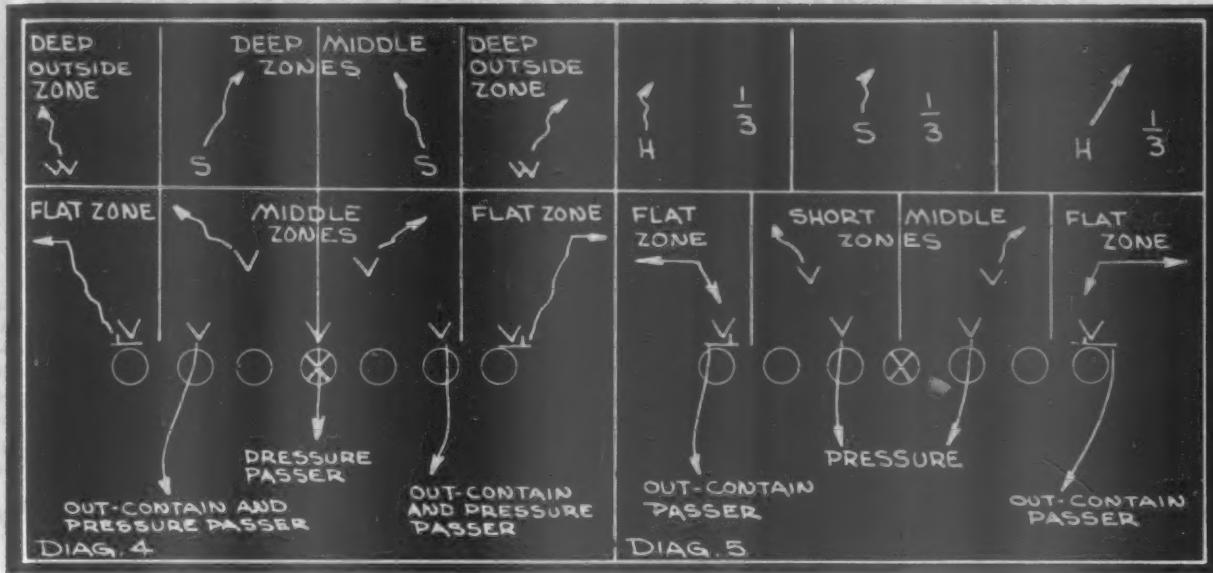
Football Coach, East Orange, New Jersey, High School

The Prevent Defense

Underdog Illinois almost upset favored Ohio State in a similar manner. With the Buckeyes leading 19-13 and time running out, Illini quarterback, Bob Hickey, filled the air with desperation passes. One long pass found halfback, Dick McDade, behind the defensive secondary. He held the ball momentarily before dropping it on the 3-yard line for an incomplete pass. The next pass was intercepted as the game ended. Illinois almost achieved a Big Ten upset.

In 1954, while coaching a small college football team, we experienced the short end of one of those final second defeats. Leading at the time, 7-6, our players fumbled the ball and the opposition recovered on its own 8-yard





line. With approximately 90 seconds remaining to play in the game, and our goal line 92 yards away, it appeared as though we would win by one point. As the result of several *Frank Merriwell* pass catches, the opposing team moved the ball to our 5-yard line and scored, defeating us, 13-7, with ten seconds remaining to play in the game. This loss was difficult to accept.

Since 1954 prevent or victory defenses have been included in our coaching plans and organization. The theory and purpose, individual and team duties and responsibilities, and the various defensive alignments which will be employed in certain prevent situations are taught, explained, and scrimmaged before the first game. These defenses are reviewed

weekly throughout the season. While we have not been forced to employ prevent defenses in the last few years, it is good to know that we have defensive alignments which can be employed under certain conditions which are likely to prevent the opposition from scoring the winning touchdown, and insure the victory for us. While individual errors by the personnel in the prevent alignments might permit the opposition to score, the defenses are sound if they are used properly.

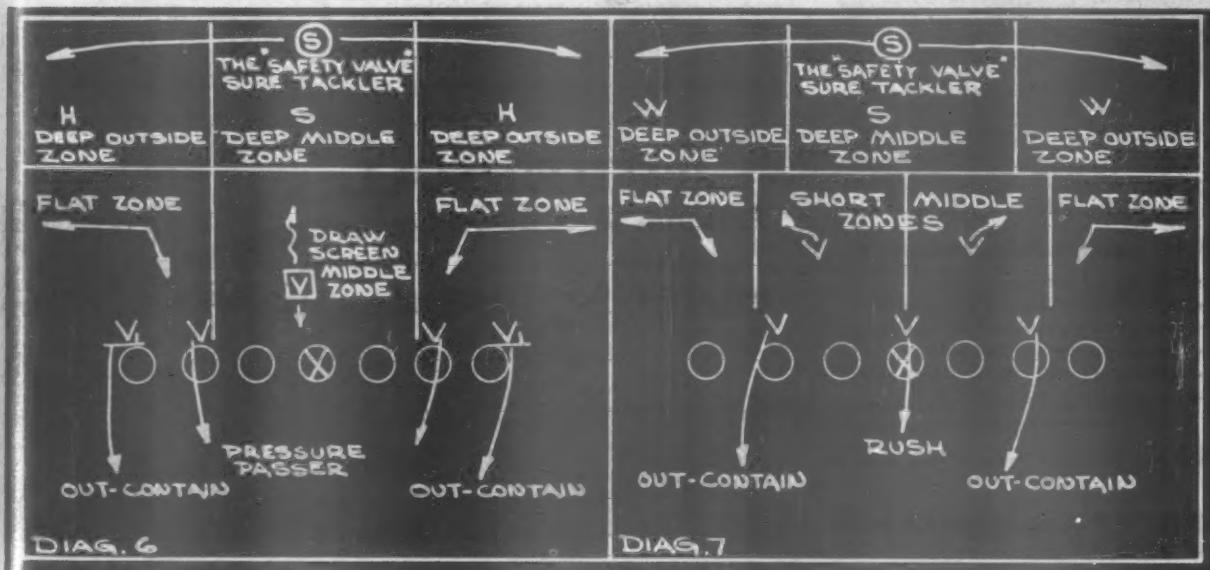
In 1955 the University of Maryland employed a prevent defense to insure its 25-12 victory over a Clemson team which had one of the finest passing attacks in the nation. At times Maryland's safety man was stationed 35 to

40 yards from the line of scrimmage because his responsibility was to keep Clemson from scoring by staying between the football and the Maryland goal line.

At the 1957 National Football Clinic, Alabama's Paul Bryant, who was then head football coach at Texas A & M, spoke on the prevent or victory defense. He said that one of his teams had employed the prevent defense eight times in one season and had intercepted seven of the eight passes which the opposition had thrown.

Other illustrations could be cited of teams that have used the prevent defense successfully, and those which should have used a defense other than

(Continued on page 79)



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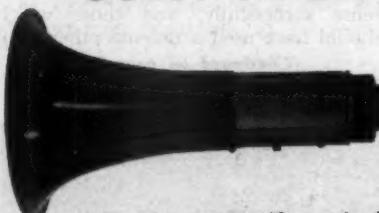
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Teach Them to Fire Out Faster

By JOHN PATRICK

Fairfield, Iowa, High School

After seeing the success achieved by Bud Wilkinson's Oklahoma teams, high school coaches all over the country adopted some of his ideas entirely, while in many cases they added parts of Oklahoma's system to their own systems.

We would like to explain an improvement in our fire-out blocking, which was adopted after watching Oklahoma's rapid calling of signals on the line of scrimmage.

Let us state that the fire-out block is not the shoulder block with the blocker's arms placed across his chest as they are in the pass protection block.

This block is executed with the blocker's feet placed in a parallel or slightly staggered position, his tail slightly lower than his head, and his eyes on the opponent's chin. When the snap is made, the blocker fires out with the idea of placing his shoulder right on the opponent's chin; however, just before contact is made the opponent will have raised enough to allow the shoulder placement at about the level of his chest.

This shoulder block and placement on contact are nothing new; however, we would like to explain the maneuver for clarification.

The real mechanical difference in this fire-out block is due to the time element between the movement of the body, after the snap signal, and the movement of the feet.

When using the T formation, a coach

is interested in having his players hit fast on the quick-opening plays. We believe that in order to catch an opponent on his haunches, a blocker will have to lunge at him. Some coaches think it is useless to try to teach the head and shoulder lunge without taking at least a short step first, but we feel it can be taught successfully.

This lunge is best taught by having the players line up facing each other

JOHN PATRICK has served as head coach at New London and assistant coach at Bloomfield and Burlington Junior College, all in Iowa. He gave up his assistant football coaching chores at Fairfield to devote full time to his duties as head basketball coach.

about three or four feet apart. Then have one side bend their knees slightly and cup their arms to catch the shoulder of the blocker. The blocker takes his normal blocking position, and on the signal fires out, placing his shoulder into the arms of the player across from him. When the blocker makes contact, his feet are still in the starting position, his body is in a straight line, and his head and legs are extended.

It is a good idea to have each player fire out this way several times without moving his feet from their original position.

(Concluded on page 61)

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The Nation's Swimming Program

WITH the great growth in water sports and fishing, the question naturally arises how much of a swimming program is there in the nation's schools? In order to answer this question, the Athletic Journal sent a questionnaire to 8512 secondary schools with an enrollment of 250 or more students.

Replies were received from 3166 schools or 37 per cent of those questioned. Thirty per cent of the schools indicated that they had a swimming program. In three states, Arizona, California, and Florida a majority of the schools stated they had a swimming program. The following table shows the percentage of schools with a program for swimming either in physical education classes or on the interscholastic level:

Ala.	03.1	La.	40.0	N. D.	20.0
Ariz.	61.5	Me.	23.5	Ohio	10.8
Ark.	03.1	Md.	15.1	Okla.	38.7
Calif.	60.2	Mass.	18.9	Ore.	43.7
Colo.	35.7	Mich.	39.1	Penna.	27.3
Conn.	40.8	Minn.	40.0	R. I.	30.7
Del.	13.3	Miss.	07.1	S. C.	08.7
D. C.	00.0	Mo.	23.6	S. D.	21.4
Fla.	58.2	Mont.	06.6	Tenn.	07.9
Ga.	29.7	Nebr.	28.5	Texas	22.8
Ida.	13.5	Nev.	33.3	Utah	32.0
Ill.	33.6	N. H.	19.0	Vt.	00.0
Ind.	19.5	N. J.	21.6	Va.	07.5
Iowa	19.6	N. M.	19.0	Wash.	35.2
Kans.	16.9	N. Y.	39.0	W. Va.	04.2
Ky.	16.6	N. C.	09.6	Wisc.	30.3

With the exception of the Pacific Coast states which run considerably above the average, and the East South Central states which are way below the national average, the other sections are fairly even in the percentage of schools sponsoring swimming.

Section	Per Cent of Schools
Pacific	55.4
Middle Atlantic	30.9
East No. Central	26.8
West No. Central	25.7
Mountain	25.3
New England	24.9
West So. Central	23.0
South Atlantic	20.9
East So. Central	09.9

As might be expected, among the schools with a swimming program a higher percentage of those in northern climates own their pools, while in the warmer climates greater use is made of city recreation facilities. In most instances, these are outdoor pools.

are: California 27%; Michigan 25%; Minnesota 22%; Indiana and Iowa 17%; Florida 16%; New York 15%; Arizona, Nebraska, and Oregon 14%; and Connecticut and Wisconsin 13%.

All but four schools that used natural resources for their swimming program indicated they had low diving boards. In some cases, two and even three low boards were mentioned per pool. All in all, 964 low boards were to be found among the 950 schools which indicated they conducted a swimming program. Slightly better than 31% of the schools also have a high dive available in the facility where the swimming program is conducted.

Those schools fortunate enough to have facilities available for a swimming program are making extensive use of them. According to the study, each student where there is a swimming program receives 32 hours, on the average, of swimming instruction per school year. In addition, most of the schools that support a swimming program also maintain interscholastic

Section	Own Pool	YMCA	City Rec.	Private
East No. Central	69.5	10.7	15.4	04.4
West So. Central	66.0	08.0	20.0	06.0
Middle Atlantic	52.0	25.7	16.3	06.0
West No. Central	51.9	21.7	17.6	08.8
Pacific	46.0	05.0	42.3	06.7
Mountain	44.4	08.9	42.2	04.5
New England	32.3	35.5	20.9	11.3
East So. Central	20.8	20.8	45.8	12.6
South Atlantic	11.3	14.8	58.1	15.9

Eleven per cent of the schools that do not now have pools contemplate building them in the foreseeable future. California and Michigan lead in the number of new pools planned, while New Mexico holds the margin percentage-wise with a third of the schools planning to build new pools.

Other states with a high percentage of planned new pool construction

swimming teams. The average size for a swimming team as determined by this study is 38.

The following chart presents these figures from a sectional basis:

Section	Av. No. of Hours	Av. Size Swim. Team
New England	31	38
Middle Atlantic	37	49
South Atlantic	22	34
East No. Central	42	44
East So. Central	28	26
West No. Central	31	42
West So. Central	40	31
Mountain	33	31
Pacific	28	59

Six-Man Football MAGAZINE

WRITE FOR SPECIAL OFFER

C. J. O'CONNOR

1012 BREVARD ST.

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THE ATHLETIC JOURNAL

Book Reviews

Complete Book of Winning Football Drills, by George H. Allen. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Five hundred and seventy pages. Publication date June 1. Received for review May 15.

This book is a complete revision of Allen's book, "Encyclopedia of Football Drills." Many new chapters are included and each chapter has been enlarged with additional drills. While the book is more comprehensive, it differs from its predecessor in that a new section on conditioning drills is presented, and there is entirely new material on quarterback drills.

George Allen, a frequent contributor to these pages, has described in the most minute detail over 500 drills. Broken down, these include offensive drills for running, blocking, kicking, passing, receiving, centering, and the aforementioned quarterbacking. On the defensive side are drills for linemen, the secondary, the linebackers, and team drills. In selecting the 500 drills used, only those that have been tried and proved successful were included. Another outstanding feature of the book is the section devoted to the organization of the practice schedule. In it Allen suggests divisions of the practice field in order to keep many different groups active, sample time study charts, and a daily time card.

This is an outstanding book by one of the great students of the game.

Running With Cerutty, by Percy Cerutty. Published by Track and Field News, Box 296, Los Altos, Calif. Thirty pages. Publication date March 20. Received for review April 20. Price \$1.00.

Percy Cerutty, coach of Herb Elliott and John Landy, reveals his theories, techniques, and training methods.

Personal and Community Health, by C. E. Turner. Published by C. V. Mosby Co., St. Louis 3, Mo. Four hundred and forty-six pages. Publication date April 13. Received for review April 13. Price \$5.50.

First published in 1925, the book has been one of the leading texts on the subject. In fact, this is the eleventh edition. Since the previous edition, published three years ago, numerous sug-

gestions from users of the book have been incorporated and considerable material has been up-dated.

Best Sport Stories of 1959. Edited by Irving Marsh and Edward Ehre. Published by E. P. Dutton & Co., 300 Fourth Ave., New York 10, N. Y. Three hundred and thirty-six pages. Received for review July 14. Price \$3.95.

For a number of years the best sport stories and best sport photographs have been selected by a panel of judges. Those selected have appeared in this very fine annual collection. We would particularly recommend this book for libraries.

Better Athletes Through Weight Training, by Bob Hoffman. Published by York Barbell Co., York, Penna. Four hundred pages. Publication date May. Received for review June 15. Price \$5.00.

With the great swing toward weight training, it was inevitable that a book dealing with the subject would be written. It was fitting that it should be written by the one man who has done more for weight training than any other person. He has been coach at sixteen world and Olympic meets, and his teams won the Olympic weight lifting championship in 1948, 1952, and 1956. Bob Hoffman's book does not only deal with weight lifting as a sport, but describes it as a training device which is used by numerous track and field athletes as well as programs for swimming, football, golf, baseball, fencing, gymnastics, and rowing.

This is scientific information on weight lifting at its best.

How to Make Fishing Lures, by Vlad Evanoff. Published by The Ronald Press, New York, N. Y. One hundred and eight pages. Publication date July 6. Received for review July 6. Price \$3.50.

This book should be of value to those schools that are offering fishing in their physical education classes. Very clear drawings and accompanying explanatory text make this book suitable for the amateur craftsman as well as the more highly skilled hobbyist.

Recommended and Used by Football Coaches Everywhere . . .

SCORING POWER WITH THE WINGED T OFFENSE by Forest Evashevski and Dave Nelson. The authors do a thorough job of detailing their offense with the help of many diagrams and photo sequences, over 300 in all. They start with the background and development of the offense, and its philosophy and advantages. Then they present the numbering system and placement of personnel. Next come the backfield and line techniques, followed by an analysis of over 180 diagrammed plays with complete assignments for each player. It is truly a coach's book reflecting a wealth of experience and knowledge. 240 large pages, cloth bound. \$5.00.

COACHING FOOTBALL AND THE SPLIT T FORMATION — Thousands of coaches have found this book to be one of the most complete and most useful books ever published. It was written by the late Jim Tatum and Warren Giese. This outstanding book contains 12 complete chapters on the "Split T Formation," 6 complete chapters on "Defensive Football," 6 complete chapters on "Other Offensive Formations," 6 complete chapters on "Coaching Football," and 3 complete chapters on "Conditioning Your Team." There is a wealth of information in this popular book. The book is written in simple, easy-to-understand language. 283 pages, 382 illustrations including 101 photo-action pictures. \$4.00.

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The Modern Short Punt, by *Lou Thom Howard*. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. One hundred and eighty-one pages. Publication date Aug. 1959. Received for review Aug. 3.

The author has compiled an amazing .931 percentage while employing this offense against good high school teams in the state of New York. As outlined by Howard, the modern short punt is a formidable offense against all defenses. If the opponents defense Howard's team as a single wing team, then the T type offense is used. When his team is defended as a T formation team, the direct-pass type offense is employed, and when the defense plays them primarily as a running team, they revert to a double wing type offense. Howard uses 120 line drawings to clarify this well-written text.

In summary, this is an interesting book on an intriguing offense, an offense that has produced six consecutive league champions and the leading scorer for each of those years.

Track and Field for Coach and Athlete, by *Jess Mortensen and John Cooper*. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Publication date Aug. 1959. Received for review Aug. 4. Price \$4.95.

Jess Mortensen, one of the most able track coaches in the country, was assisted in the preparation of this text by his colleague at U.S.C., John Cooper. In discussing the various events, the book minimizes the historical aspects and devotes the space to an analysis, written in simple language, of the actions of the top performers. The book contains fifty-nine sequence illustrations. Means of discovering potential performers and motivational techniques for beginners are discussed, and each chapter contains a training schedule and weight training program.

A great book by a great coach.

Abilene High School Football Organization. Written and published by *Chuck Moser*, Abilene High School, Abilene, Texas. Eighty-five large size mimeographed pages. Publication date Aug. 1959. Received for review Aug. 3. Price \$2.50.

One of the country's most talented and best-liked coaches, Chuck Moser, has compiled this material over a period of twelve years of high school coaching. During the past six years he has appeared at many clinics and received numerous requests for his organizational material, hence this book.

The book is divided into seven sections as follows: drills and practice; quarterback material; game organization; scouting; bulletin board material; policies; and personnel information.

While in attendance at the Texas Coaching School, Paul Dietzel related that at a clinic a few years ago Paul Brown started to discuss organization. A number of coaches left the room and Blanton Collier, then a member of Brown's staff, turned to Dietzel remarking, "They don't know it, but he is giving away the innermost secrets of his success. Play diagrams you can get any place."

Moser's book does not contain plays; however, the organizational side of football is covered in a most thorough manner.

Adapted Physical Education in Schools, by *I. S. Howland*. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and seventy-four large size pages. Publication date Aug. 1959. Received for review Aug. 10. Price \$3.00.

The author, who is a member of the women's physical education department at Cortland (N. Y.) Teachers College, discusses the recognition of orthopedic deviations and faulty body mechanics before taking up the problem of administering.

(Continued on page 49)

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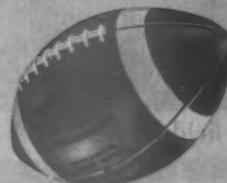
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CATCHING THE FOOTBALL

AWAY FROM THE PASSER

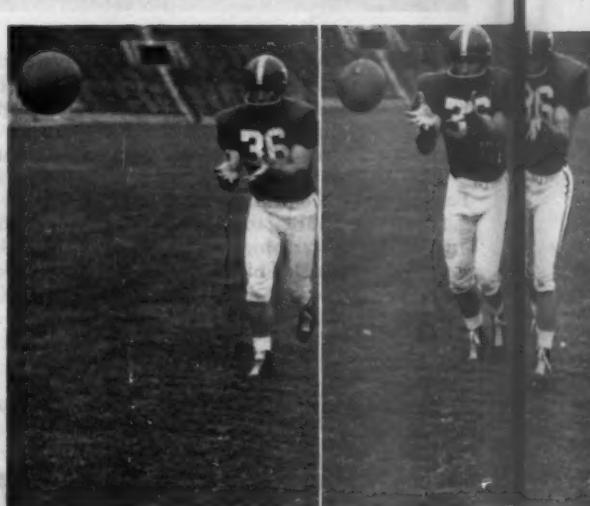
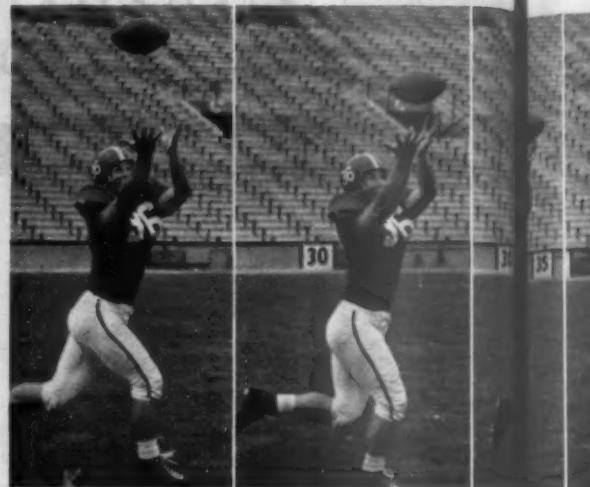
In catching a football, the prime consideration should be concentration. A receiver should look the ball into his hands from the time it leaves the passer. On a catch downfield, the ball should be taken with the little fingers and elbows held as close together as comfort will allow. The receiver should concentrate on putting the ball away before he becomes a runner. He should run the reception route with controlled speed so that he will have some speed left to adjust to a poorly thrown ball. It is essential that an effort be made to catch the ball in both hands. Few, if any, good ends can catch as well with one hand as they can when both are used. If a receiver will concentrate and make a great effort, he will amaze even himself at what he can catch. Reaching for the ball too soon should be avoided because this movement will hinder coordination and body control, and make it difficult to make any last-minute adjustments.

AT RIGHT ANGLES TO PASSER

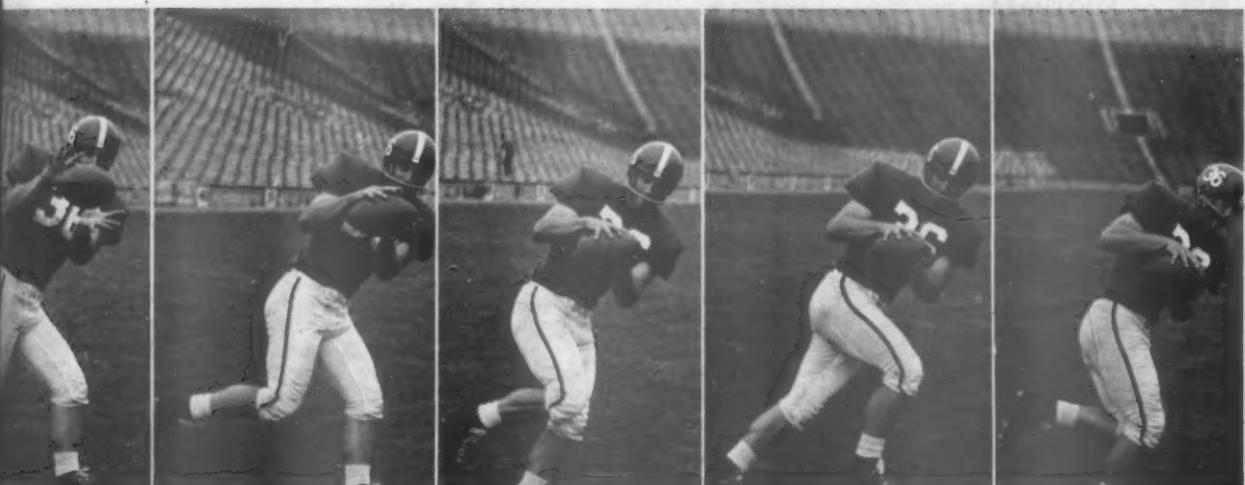
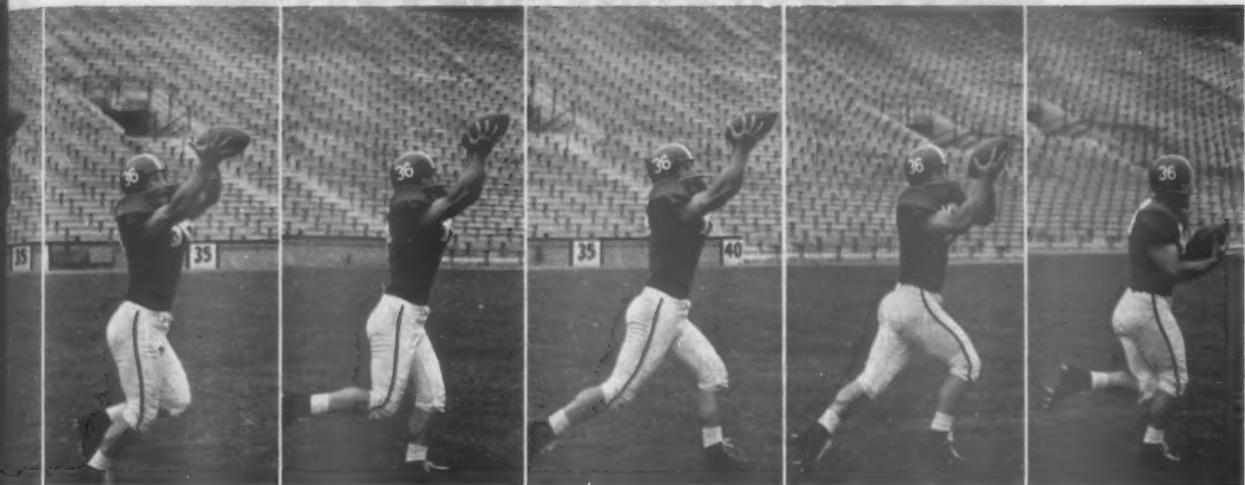
When catching a ball while he is moving across the field, when the ball is in front of him, or he is coming back into a high pass, once again the receiver's consideration should be concentration. He should look the ball into his hands with the thumbs and elbows as close together as comfort will allow. An effort must be made to catch the ball on the finger tips, because in catching any pass, a ball that hits back into the palms does not have enough cushion to make the catch easy. The ball should also be caught away from the body to eliminate the possibility of it striking the pads or body and making the catch difficult. Notice the fine concentration of the receiver as he looks the ball into his hands and continues to look until he has complete control. A receiver should always turn and make a running effort at least 20 yards up field.

TOWARD THE PASSER

Perhaps one of the true tests of concentration in catching a football is the hook pass. Oftentimes this catch must be executed in a crowd or with a knowledge that a defender will play through the receiver. The fake deep should free the receiver enough to let him turn and start back toward the ball. If it is a low pass, he should again look the ball into his hands. His little fingers and elbows should be as close together as comfort will allow. If the ball is thrown high, the thumb should be closed. This is one type of catch where a great two-handed effort will pay off. A one-handed stab will often result in a deflected ball that is likely to be intercepted. We tell all our receivers, "If you cannot catch the ball, be sure your opponent does not get it."



Demonstrated by JOHN MARKS Captions by CAL STOLL, Michigan State University



AL FEATURE

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New Books

(Continued from page 44)

ing screening tests and how classifications and assignments in the adapted physical education program may be made.

The formation of special classes, development of specialized activities, and appropriate therapeutic exercises are also included as is a chapter dealing with recreation games and modified activities for restricted children.

Softball, by Arthur T. Noren. Published by The Ronald Press, New York 10, N. Y. One hundred and forty-two pages. Publication date Aug. 14. Received for review Aug. 10. Price \$2.95.

Originally published in 1935, this was the first book written on the sport. Since then there have been many changes in equipment and rules. This, the third edition, incorporates these changes. Included are some excellent sequence photos which were taken with the *Athletic Journal's* high-speed camera for *Recreation Management* magazine.

Softball is one of our leading sports and certainly this is the leading text on the game.

The Complete Kicking Game — Mechanics and Strategy, by Donald E. Fuoss. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Three hundred pages. Publication date Sept. 1959. Reviewed from galley received Aug. 10. Price \$5.65.

Don Fuoss, who coached his East Orange team to the position of No. 1 team in New Jersey, wrote the popular book, *Quarterback Generalship and Strategy*, and numerous articles for this publication including the one, "Prevent Defense," in this issue.

The thoroughness of this book is amazing as Fuoss takes the reader through the following chapters devoted to the punt: Strategy Toward the Punting Game; Punting Personnel and Pre-Kick Position; Fundamentals and Techniques of Punting; Important Factors Affecting the Punt; The Offensive Center's Kicking Game Techniques; Punt Protection and Coverage; Returning the Punt; Blocking the Punt; and The Quick Kick. To these are added chapters devoted to the kick-off try for the extra point, scouting the kicking game, and rules governing the kicking game. The sequence pictures used in the book originally appeared in the *Athletic Journal*.

A detailed book by a master of football detail and organization.

Basketball Coaches' Digest. Published by Huntington Laboratories, Huntington, Ind. Sixty-four pages. Publication date June 5. Received for review June 8. Price — free to coaches — others pay 50 cents handling charge.

Once again, as has been true for the previous eighteen years, the Huntington Laboratories, in the interest of the game of basketball, compiled the best in technical basketball literature which appeared in last year's issues of the *Athletic Journal* and other coaching magazines.

Each coach may secure a copy by checking the listing for Huntington Laboratories under "Books" on the last page of this issue.

A Manual of Bandaging, Strapping, and Splinting, by Augustus Thorndike. Published by Lea & Febiger, Philadelphia 6, Penna. One hundred and fifty-three pages. Publication date June 1959. Received for review June 29. Price \$2.75.

Dr. Thorndike presents this essential subject in an elementary but highly practical manner that has long proved helpful to trainers and coaches. This, the third edition, presents the many proper techniques which should be used in dressing, bandaging, and applying splints to wounds, sprains, strains, contusions and dislocations. A must for every training room.

The Kinesiology of Weight Lifting, by Benjamin Massey, Harold Freeman, Frank Manson, and Janet Wessel. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and seventy-five pages. Publication date June 1959. Received for review June 1. Price \$3.25.

Because weight lifting is an individual sport, the book was arranged so that its users will require very little in the way of verbal instruction or guidance. Among the items discussed are lifting and training techniques, weight training exercises complete with line drawings, competitive lifting, weight lifting in athletics, and the organization and administration of weight lifting groups.

Included in the book are perforated forms for recording measurements and the training program.

Back Track, by Maxwell Stiles. Published by Track and Field News, Box 296, Los Altos, Calif. Sixty pages. Publication date March 15. Received for review April 20. Price \$1.00.

This is a collection of the writings of a veteran sports writer. The booklet contains reports of great races, interviews, biographies, and statistics.

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Application of Measurement to Health and Physical Education, by H. Harrison Clarke. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Five hundred and twenty-eight pages. Publication date June 1959. Received for review July 3. Price \$6.95.

This is the third edition of this popular text which first appeared in 1945. The book is divided into five sections — Fundamental Considerations of Measurement; Physical Fitness; Social Efficiency; Physical Education Skills and Appreciation; and Administrative Problems.

Education Through Physical Activities, by Patric O'Keefe and Anita Aldrich. Published by C. V. Mosby Co., St. Louis, Mo. Three hundred and seventy-seven pages. Publication date May 19. Received for review June 1. Price \$4.50.

The authors present in a practical and logical way the basis for selecting activities, the fundamental principles underlying the program, the objectives of a program, and the desirable amount of time to devote to the total program. This book is designed for elementary school programs.

1958 Survey of Football Fatalities, prepared by Dr. Floyd Eastwood. Published free of charge by American Football Coaches Assn., Box 1083, Hanover, N. H.

Those who want statistics on the how, the why, and the wherefore of football fatalities from 1931 to the present will find them in this free book.

Weight Training for Football, by Ralph Evans and Elvan George. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. One hundred and fifty pages. Publication date Oct. 1959. Reviewed from galleys received Aug. 10. Price \$4.95.

Elvan George, in addition to coaching Ada, Oklahoma, High School to one of the country's finest school records is also author of the book, *The Split T in High School Football*, while his co-author is a former weight training champion who helped conduct the program at Ada High School.

Numerous well-executed line drawings depict the suggested drills for light days, heavy days, and agility days. At Ada they use the weight training program for a three-fold purpose, which in addition to developing the muscles is aimed at strengthening the body to lessen the probability of injury, and to speed recovery of an injured area. The section devoted to treatment and prevention of injury is excellent.



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Linebacking Techniques

(Continued from page 32)

as possible. At no time does a linebacker allow a pass receiver to cross in front of him without attempting to knock him off stride (Series C).

Drills 1, 2, 3, 4, 5, and 6 are used to teach the linebackers to react to the keys described previously.

Other keys the linebackers are taught to watch for are: 1. Staggered position of the quarterback's feet. 2. Leaning by linemen or backs. 3. Splits taken by linemen. 4. Adjusting of hands and/or feet by linemen. 5. Backs cheating up or back. 6. Looking in the direction of the coming play. 7. Quarterback wetting his fingers preparatory to throwing a forward pass. 8. Double-team blocking.

Following is a list of don'ts for linebackers to keep in mind: 1. Don't cross your feet on the first step in moving laterally. 2. Don't let the blocker move you out of the hole. 3. Don't commit yourself too soon. 4. Don't attempt to strike a blow too soon. 5. Don't lose body balance — always keep your feet under your body. 6. Don't go for fakes — recognize keys. 7. Don't let a pass receiver cross in front without attempting to knock him off stride.

The responsibilities of the inside linebackers are as follows: 1. Key uncovered linemen. 2. Stop inside plays. 3. Pursue wide plays from inside out. 4. Hook zone versus passes. 5. Draw plays. 6. Help against screen passes to their side. 7. Help against swinging back maneuvers to their side. 8. If no other forward pass action takes place, be prepared to defend in depth against the pass.

The responsibilities of the outside linebackers are as follows: 1. Key uncovered linemen, an end or near back to their side. 2. Turn wide plays in. 3. Pursue inside plays from the outside in. 4. Flat zone versus passes. 5. Screens to their side. 6. Swinging back maneuvers to their side. 7. If no other forward pass action takes place, be prepared to defend in depth against the pass.

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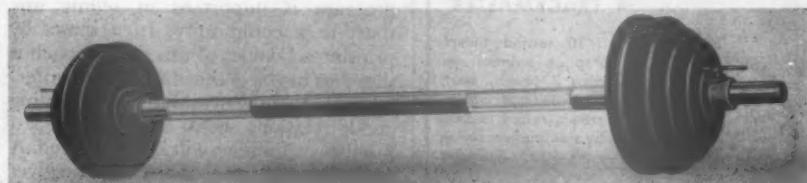
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THE EXPERIENCE OF 36 YEARS

This book includes the experience of 36 years of weight training for athletes by Bob Hoffman, the American Olympic coach in weight lifting. He coached winning teams at London, Helsinki, and Melbourne. He has been closely identified with many sports as a contestant, coach, and official for a full half century. This book was 2½ years in preparation, but you will agree when you study it, that it was worth the effort, for it is a very valuable book. It has been said, "Where would the American Olympic Team have been without Bob Hoffman's boys, grown up?" Sixteen of these kids started to read "Strength and Health" magazine, before and as they entered their teens, with its stories of weight training for athletes, and then started to train with weights, and won Olympic championships at Melbourne. Bob Hoffman has been editor-in-chief and publisher of "Strength and Health," for 26 years. They got good results from following the Bob Hoffman training methods and using Hoffman's Hi-Protein and Energol, Germ Oil Concentrate. For 36 years, Bob Hoffman has been showing athletes the way to better athletic performance, the weight training and weight lifting way. Any man can improve at his favorite sport through weight training, as shown by this latest of the Hoffman books.

OVER 400 PAGES

BETTER ATHLETES, Through Weight Training, contains 400 pages, 300 pictures and illustrations, and a lot of valuable training information. No athlete or coach can afford to be without it. No longer is it a question of whether you should train with weights, if you don't train with weights, you will be pushed around, and out-performed by athletes who do use the Bob Hoffman method of weight training. You can learn the best methods of weight training from Bob Hoffman's book, BETTER ATHLETES. Our first printing is only 4,000, so if you want one of these books, send your order in at once. The price of this informative instructive book is \$5.00.

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Stimulating Interest In Cross-Country

By DON F. TAVOLACCI
Track Coach, Delano, California, High School

MOST track coaches are trying to develop good public relations with the students and the community, good attitude, plenty of interest, and a desire for improvement. Without these ingredients very few runners will ever amount to anything. In an effort to help our boys attain these goals, we compiled a booklet on cross-country running which has been a great help.

Public Relations. A public relations program is important in selling any sport to a community. In a sense, by printing a booklet of this type a coach is showing his boys that he is really interested in them. In addition to building good relations with the students, a number of families will be influenced. A coach can be sure that any time he gives his boys credit for their past performances, poor or outstanding, whatever the case may be, he will be rewarded. Here is a chance to place in each boy's hand a copy of his own season's performances. Remember, each boy who receives a booklet will be a public relations agent.

Attitude. By giving each boy on the team a booklet, which has a record of the races he has competed in, he believes he has achieved something, even if he was not one of the best runners on the team. For those who did not receive a letter or a medal all year the booklet serves as an award for participating. The best runners, of course, will think the coach is really interested in them because he went to the trouble of printing up a booklet showing the past season's performances with their own outstanding marks printed on paper. What better way can a coach help his boys feel a sense of achievement than by giving them something for their efforts.

Interest. One of the best means of creating interest in cross-country is to print a list of times made by runners and then encourage them to beat those marks. These times could be their own or from another source. We have found that by including the times of all athletes, many of our runners strive to better themselves. To give the booklet added attraction and to create more interest, pictures are included of runners in action. In order to help stimulate their thinking for the coming season, highlights of the meets scheduled are dis-

cussed. Recognition of an outstanding freshman, sophomore, junior or senior, even though on an unofficial basis, is an important part of creating interest in cross-country. Those who are named feel they have really accomplished something, and they have. As mentioned previously, if a coach wants to sell cross-country, he must keep the thoughts and results of past meets in the boys' minds all year long. For this reason a section of the booklet is devoted to the highlights of each meet. Here the names and times of the first eight or ten boys are listed along with weather conditions, eventful happenings, and scores made in the meet. There is also a section which contains the complete results of each meet, showing the time and place of all runners in a race whether there were 10 or 100 boys running. As a means of stimulating more interest from the student body, place three or four copies of the booklet in the school library.

Improvement. By being able to trace his development from the very beginning of the cross-country season through the track season, the athlete has a means of measuring his improvement. Although the season may be over, he can evaluate himself for the coming year. It is very easy for a boy to look at a list of times and see what progress he has made. Usually he will come to the coach and remark about his need for more work during the early part of the season. It seems to us that when a boy can see he must work harder, he has taken the first step toward true self-evaluation. Another method used to stimulate interest is to list the names and times of each runner from the school for every cross-country course, and for each track event the boys run during the track season. Be sure to include the date of the race, and lap times for races above 440 yards. These should be in sequence from the best time to the slowest time. The coach will be surprised how his runners will want to get just a little better so they can defeat the runner who has a faster time than they have.

What to include in this booklet. 1. A cover with an attractive design. 2. Pages with the names of team members, the manager, and the coach. 3.

DON TAVOLACCI served in the navy and while stationed in Hawaii ran for the Rainbow Athletic Club. Then he competed for Fresno State College, graduating in 1949. He coached cross-country and assisted in track at Edison High School in Fresno, and for the past three years has held a similar position at Delano where the cross-country teams have ranked high in the Central Section Championship Meets. Tavolacci was appointed head track coach during the past summer.

Tentative schedule for the coming year along with the schedule used during the previous year. 4. Highlights of the coming season. 5. Various pictures showing the runners in action. 6. Selection of the outstanding freshman, sophomore, junior, and senior. 7. Highlights of the previous season (cross-country meets and distance races during the track season). 8. Results of each meet showing the position and time of each runner. 9. Individual marks made by each runner during the track season for each event participated in (complete lap times). 10. Marks made by each cross-country runner for every distance participated in (listed in sequence from the best to the slowest time).

Materials used in preparing the booklet. 1. Mimeograph stencils. 2. Mimeograph paper. 3. Plates from the local or school newspaper of runners on the cross-country team. 4. Poster paper for cover. 5. Staples and stapler. 6. Typewriter.

Possible methods of assembling materials. 1. Journalism class can write articles. 2. Graphic arts department can make design for cover and print pictures. 3. School personnel can type stencils and run off the material.

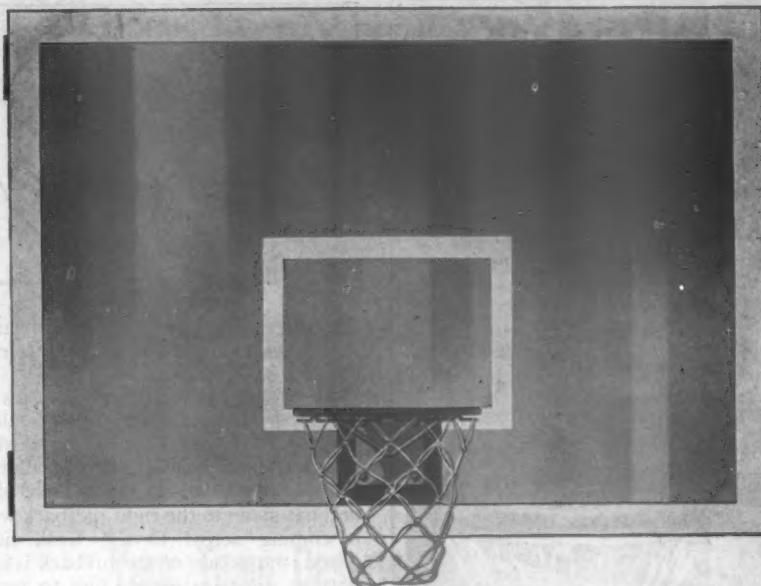
Nine-Man Fronts

(Continued from page 16)

fective offensive game when the passes are added. However, before adding the passing attack we would like to describe two other features of this offense.

When the quarterback is going right, he makes a full spin starting to his left. Of course, when he is going left, he starts in the opposite direction, spinning fully. Since defenders tend to follow the head of the quarterback in T formation football, we like this maneuver for added deception in high school play.

We like to run to the weak side a great deal. The split end and the man-in-motion to the strong side will often



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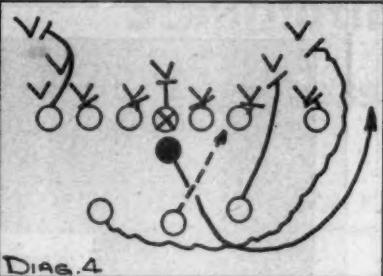
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DIAG. 4

set things up perfectly for an effective weak-side game. Diagram 5 shows our basic weak-side thrust.

In this play the left halfback goes in motion to the right. If the defenders tend to shift with him, the weak-side runs are our meat. The quarterback has faked to the fullback off the belly play and has given to the right halfback who is coming across to the weak side. Again, the faking of the fullback is important since we expect him to make the defensive linebacker go for him whether or not he has the ball.

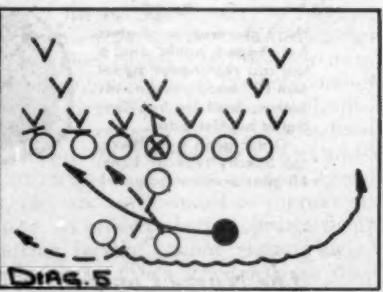
A close scrutiny of this basic weak-side play will reveal its tremendous po-

EARL CHISM attended Blackburn College and the University of Illinois, and coached at Mt. Olive, Toulon, and Sullivan, Illinois high schools before going to Dunlap in 1957. In addition to his football duties, he serves as varsity basketball and baseball coach.

tential. The quarterback keep to the weak side would also go for yardage, especially with an overshifted defense.

With these plays we now have a complete and effective high school running attack. Now, let us add our passing game. If the running attack is stopped, both inside and outside, the team must take to the air.

As a general rule, drop back passes are not employed in our system. All of the passes are running passes, with the exception of the jump pass. At their inception, these pass plays are made to look, as much as possible, similar to



DIAG. 5

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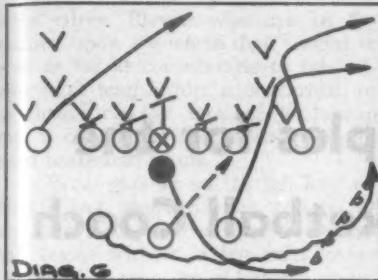
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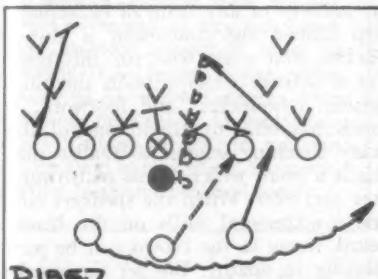


running plays. Diagram 6 shows an outside running pass.

The quarterback has faked the fullback belly play and swung outside. We now have four receivers overloading the defense. As shown in the diagram, the quarterback has passed to the left halfback. The left halfback always goes to the sideline and serves as a safety valve if the other three receivers are well covered.

Diagram 7 shows the other pass used, the jump pass. The quarterback fakes to the fullback, taking a step and one-half in his direction. Then he jumps quickly and passes to the right end.

As the season progresses, a quick pitch-out to the man-in-motion, the quarterback sneak, and the reverse are added.

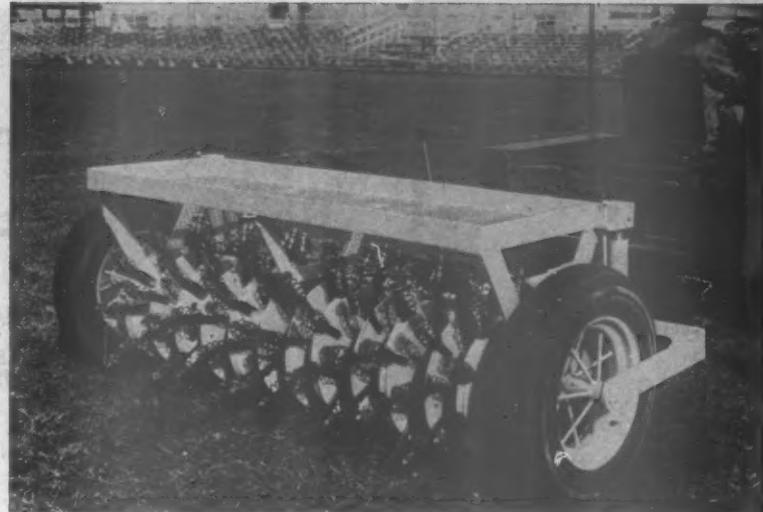


These plays, and others, can be added very easily once the team has mastered the few basic plays explained in this article. However, these few running and pass plays will make a potent offense for the average high school eleven.

From Here and There

(Continued from page 4)

from a basketball family. His father and father-in-law have been coaches for over 30 years and his brother has been coaching for seven years. Long-fellow figures that he has seen, played in or coached at least one Indiana state sectional game every year since he was born . . . The J. E. Porter Corporation, a long-time fixture of Ottawa, Illinois, will move into a new building just outside of Chicago in suburban Schiller Park.



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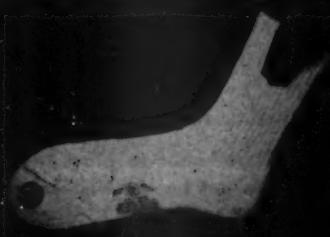
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Guiding Principles for the Beginning Basketball Coach

By WALDO SAUTER

Assistant Basketball Coach,
Central Michigan College, Mt. Pleasant, Michigan

THERE are many fine basketball textbooks on the market today. They have been written by some of our most successful high school and college coaches, and contain excellent material on offenses, defenses, fundamental drills, execution of techniques, and general team administration and organization. But at the same time, this great wealth of information often becomes confusing to the beginning coach as he reads about the relative merits of the man-for-man defense against the zone; the fast break against the set pattern style of play; the three-out and two-in against the two-out and the three-in; the weave offense against the give and go, etc. We are of the opinion that if a set of guiding principles were available to help the novice coach set a course or develop a plan of action — regardless of his style of play or previous experience in basketball — they would be of immense help. A professor we were privileged to study under in graduate school defined a principle as *A guiding rule for action, based on fact or best-held expert opinion*. With this theme in mind the following principles were constructed:

1. *A coach should determine early in his career what he considers to be the outstanding style of offense or defense, and then learn all he can about it, master it, and become an expert at teaching it.* In our opinion, this does not conflict with the fact that in high school the type of material may vary from season to season, or that offenses or defenses must occasionally be modified to meet the strengths or weaknesses of certain opponents. There is so much to learn about any one system of offense or defense, that it can never be completely mastered. And if this is true in the case of the coach, it is doubly true for the average high school player. Occasionally, we hear that a team was defeated *at its own game*, which is just another way of saying that the winner, in this instance, had mastered a certain method of play to such a degree

that it defeated an opponent using the same methods simply because the players had *mastered more completely* what they were trying to accomplish.

2. *The coach should realize early in his career that the proper execution of fundamentals wins games.* It is often said in gatherings of basketball personnel that there are no secrets in basketball. With this we heartily agree. We have been associated with basketball as a player and coach for over twenty years, and not once during this time have we observed a game won by tricks, surprises or unorthodox basketball. In the analysis of any team of championship caliber, the conclusion is always reached that what won for this team was a definite superiority in shooting, passing, rebounding, and footwork. A coach has only to attend one of the many coaching schools to realize that this is a point which needs reaffirming over and over. When the speakers outline fundamental drills on the blackboard, many in the crowd can be seen relaxing in apathy. But let the speaker start to outline plays or tell of his offense, and pencils and notebooks are at once in evidence. Games are won by the execution of fundamentals — not by trying to run plays.

3. *When selecting the personnel to make up his team, a coach should give more consideration to the player of average skill who gives him 100 per cent effort at all times over the more gifted boy who is inclined to loaf, be spotty or erratic.* There are many reasons for this principle, and there is not enough space here to mention all of them. However, a few reasons why the principle should be adhered to are: The boy who gives an all-out effort at all times will never stop improving. What this means to a ball club is obvious. Also, the player who is spotty or erratic, experience shows us, is most apt to have one of his *bad days* during a crucial game, or in the all-important tournament games. Basketball, like many major sports, consists mostly of

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team effort. Players who can be depended upon are worth their weight in gold as far as contributing to this all-important team effort is concerned, or in furnishing the type of leadership that is contagious and necessary on all good basketball teams.

4. *Never give up on the tall boy, no matter how ineffective he appears at the start.* The number of good basketball teams without a big man grows smaller each year. An old axiom states, *A good big man is better than a good little man.* In high school, especially, the tall boy is often outclassed early in his career by the shorter boy because of superior speed, coordination, and shooting ability. Where good feeder systems are in effect — meaning well-organized junior high school or freshman teams — the shorter boys often show much more potential. But as any physical education teacher will say, the tall boy traditionally develops two or three years later than his shorter classmate. It takes a great deal of patience and hard work to coach

UPON graduation from Ball State (Indiana) Teachers College in 1947, Waldo Sauter coached basketball, baseball, and track in various Indiana high schools. Then he served as baseball coach and assistant basketball coach at Murray (Ky.) State College. After receiving his doctor's degree from Indiana, he went to Central Michigan College where, in addition to assisting in basketball, he coaches the freshman baseball team.

a player two or three years before he is ready to do the job the coach wants of him, but if a coach has to work three years and only gets one good year of competition from his big boy the number of victories this player will help attain will be well worth the effort.

5. *Organize every practice session in detail — including what every player will be working on during every minute of practice.* This organization should include a written outline every single day of the season, broken down by minutes and by individual players, listing specifically what the coach plans to include in his drills. Games are won according to the way practices are organized. A common error in practicing is to become dissatisfied with the way one phase of the session is going, and having the coach remark defiantly, *We are going to work on this until we get it right if it takes all night.* This procedure is often followed to the great detriment of other phases of the game. Before the season starts this plan should



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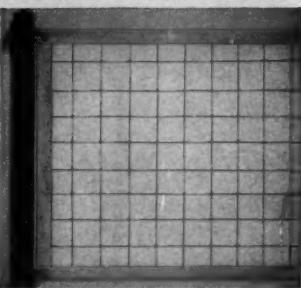
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take the form of a master plan, covering every phase of the game, and how long the coach plans to work on it. After the season starts, it should take the form of a weekly practice schedule, outlining what has been done to get ready for a specific game. And then, day by day, each session should be broken down minute by minute, and notes should be written down concerning each phase of the practice. Once this schedule has been made up, it should be adhered to on the floor. A keen analysis of what the team needs, decided upon before the practice begins, is more likely to be sound than ideas and impressions formed during the actual practice — especially if it is one of those days when nothing seems to go right.

6. *Make practices fun, and remove as much drudgery as possible.* Many coaches forget that they are dealing with teen-age adolescents. Basketball, while it may be the most important thing in life to the coach is still a game, and not a matter of life or death. The members of the team may have other interests in life — academic, social, musical, family or other sports. A high school coach is not dealing with a professional athlete, and cannot always expect to have first call on the player's interests. Also, it is a fairly well established fact now, that staleness is a psychological phenomenon, and not a physical phenomenon. Short, snappy practice sessions or an occasional evening of volleyball or minor group games definitely have a place in a practice schedule.

7. *The team should be coached during a game as hard as it is during the practice sessions.* At first glance, this may seem to be a superfluous statement. Yet, we have read that the coach does his work during the week, and the game itself is up to the boys. Certainly the game is up to the boys, but that does not mean the coach should not play every play of the game right along with them. By virtue of his position on the sidelines he is able to observe much that a boy actually in the game cannot perceive, to say nothing of his experience regarding various game situations that may arise. Slight modifications in an offensive or defensive maneuver, the tremendous art of substitution or the shifting of game strategy are examples of the type of coaching that must be done, play by play, as the game progresses. In the final analysis, the coach's job is *never* done, for even at the gun ending the ball game the plans for next week's practices and games should be started.

8. *The coach should make use of objective data — concerning both his own team and the opponents.* Briefly, this means the accumulation and analysis

of statistics regarding individual and team performance. This is a great deal of work, consumes considerable time, and necessitates having trained personnel to assist him. We have a feeling that those who scorn statistics and their use do so because of the amount of work involved — and not because of any sincere belief that they are not helpful. A common statement is, *I can tell by watching who are the better ball players.* Certainly a great deal can be learned through observation. But such items as assists, rebounds, and errors are often overlooked because of the drama of an outstanding shooter. Observation is also more heavily impressed by one or two good performances, or one or two poor performances, while an accurate statistical record of individual or team performance will show us what is more important — consistency. Of course, we should not rely on statistics alone, for there are some attributes that we are unable to measure by objective means — such as *fighting heart* and the ability to *perform well in the clutch*. Their main value is in reaffirming an observation, or in causing the coach to re-evaluate a player's performance.

9. Every coach should remember that he is a teacher and regular faculty member, and not just a basketball coach. An outstanding superintendent of schools once said, *We hire a person first because he is a man of good character, second because he is a good teacher, and third because of his coaching ability.* The beginning coach, because of his love for the game of basketball and his intense desire to make good on his first job, often forgets this point. No coach can long remain a member of a school system unless he fits into that school system. This means more than just being the coach. He must get along with the administration and the rest of the faculty. He must do a good job with the classes assigned to him. He must realize that other lines of endeavor found among the school's activities, academic and otherwise, are as important to the individuals conducting them and responsible for them as basketball is to him. This may mean sharing facilities, giving up a practice session, losing a boy because of eligibility or attending faculty meetings. Basketball must be an integral phase of the school's curriculum, and not something outside, over or above it. The same thing is true regarding the position of the coach on the faculty. At all times he must be an integral member of the faculty — not something above or outside of it.

10. Every coach must establish harmonious relations with the parents, press, radio, TV, and the community-at-large. Regardless of what the begin-

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ner might believe, it does make a difference what the public thinks. We are not speaking of strictly basketball matters such as what players are selected for the varsity or how many games are won or lost. The job of public relations is much more complicated. It encompasses items such as giving releases to all papers at the same time; taking parents of the players into the coach's confidence as to what the objectives of the basketball program are; and being the type of individual that the community approves of as one of its citizens. It involves being a person of his word; not making excuses for defeats; being loyal to the school, superiors, and players; treating all involved in the basketball program fairly; being ready to give talks and speeches when asked; and realizing that, as the high school basketball coach, the community will make certain demands on his time. The coach should realize that he is in the public eye probably more than any other school person, and thus must conduct himself accordingly.

Being a basketball coach is an extremely interesting and challenging profession. At times it is also a trying profession. There are, of course, many factors that will contribute to one's success or failure in addition to those mentioned. However, we feel that if the ten principles given in this article are used for a guide, the beginning coach will be off to a successful start.

Inspiration

(Continued from page 34)

Ten Reasons Why I Swear

1. It pleases my mother so much.
2. It is a fine mark of manliness.
3. It proves I have self-control.
4. It indicates how clearly my mind operates.
5. It makes my conversation so pleasing to everybody.
6. It leaves no doubt in anyone's mind as to my good breeding.
7. It impresses people that I have more than an ordinary education.
8. It is an unmistakable sign of culture and refinement.
9. It makes me a very desirable personality among women and children and respectable society.
10. It is my way of honoring God who said, "Thou shalt not take the name of the Lord in vain."

The ratio of success is alleged to be one part inspiration to nine parts perspiration; however, many coaches like to exploit that one part inspiration. In fact, some of the officials who replied that their teams did not use a slogan or motto added parenthetically that it seemed to be a good idea and warranted further thought.

Fear

(Continued from page 24)

When a great deal of time is spent on fundamentals the first and second year, it is easy to see why, those who come out late in their high school careers have a difficult time. This training is most important in the case of varsity teams who do not always have the time to spend on basic fundamentals. However, the player is the one who gains the most, not only in the area of football, but through learning to face his future problems with the same type of determination that made him a good tackler or blocker.

The old saying, *the easiest way is not always the best way*, can very definitely be applied to the game of football.

Fire Out Faster

(Continued from page 40)

tion or until he becomes well acquainted with the lunge position. A coach may be a little skeptical about the distance a player can extend himself; however, he will be surprised how much distance a player can actually cover when firing out in this manner. After the players have learned the shoulder lunge and extended leg position, then they should be instructed to bring their feet up under their bodies, but there must be a split-second lapse between the shoulder lunge and the movement of the feet. The most important part of this block is the time interval between the head and shoulder lunge and the movement of the blocker's feet.

Some players have a great deal of difficulty in holding their feet at the starting position when they make their lunge. However, the coach can help them by holding their feet until the lunge is made. Of course, after they understand the mechanical movements of this block, it should be taught with both players in their normal playing positions.

This block is exceptionally useful when a team is trying for one, two or three yards. Other advantages of the fire-out block are: the players are taught to hit faster; they realize the advantages of being able to hit and pull their feet up under their bodies for balance; and they are able to use an upward thrust into their opponent, which is important in any type of a block.

The fire-out block, as explained in this article, is not the only means to good line blocking: it is only a small contribution to a desired performance in line blocking.

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A Ladder Tournament for Free Throw Accuracy

By **GEORGE E. HILL**
Basketball Coach, High School, Chrisman, Illinois

UNLESS genuine pride in free throw achievement is attained, basketball players tend to think the daily free throw drills are just another monotonous undertaking.

In an effort to encourage our players to accept free throwing as the serious and important fundamental it is, we decided to use the ladder tournament as an incentive for free throw accuracy in practice.

with the player he just defeated. In case of a tie, both players remain in the positions they occupied before the contest.

An accurate record of each player's score is kept by the managers, and is entered on a large chart posted on the team's basketball bulletin board. After two weeks, each player's free throw percentage is computed and posted on the bulletin board. At this time the rankings on the standings board are rearranged according to individual percentage and the tournament continues.

FREE THROW STANDINGS	
SUTTER	
LITWILLER	
DICKSON	
ELLIS	
VERRY	
LEASER	
HICKEY	
ECKHARDT	
BURT	
WALTERS	

DIA 1

The necessary materials for a practice aid of this type are:

1. A free throw standings board displayed conspicuously.
2. Name placards bearing the names of individual team members which can be moved to the ten ranking positions on the board.

Rules for a ladder tournament are as follows:

1. A player may challenge only the two players directly preceding him on the standings board.
2. All legal challenges must be accepted.
3. Each player takes 10 shots and the usual free throw rules are in force.
4. The shooter who makes the most free throws of the allotted ten is the winner of the match. If the winner is the challenger, he advances on the standings board by changing places

GEORGE HILL graduated from Illinois Wesleyan and holds a master's degree from Western Illinois University. He served as assistant in basketball at Lincoln Junior College and then as head coach in basketball, baseball, and track at Little Twp. High School in Armitage, Illinois. His team won the district championship last season and finished with the best won and lost record in the school's history. Hill takes over his new position at Chrisman this fall.

The reason for the rearrangement mentioned previously is that players who are far ahead in an individual match will have the incentive to make as many of their free throws as possible, thus reducing carelessness. Also, a player who is making a large percentage of free throws but who is perhaps losing close contests will be rewarded for good overall percentage. The goal is to compile a high percentage and develop accuracy and free throw skill, not just win as many contests as possible.

We learned that the best approach in introducing and selling this plan was to work it in as businesslike a manner as possible. Rules were introduced and exhibited on the team bulletin board. Team managers were designated as the only official scorers of matches, and no contest was considered finished until it was scored and posted. Only a manager was allowed to change the placards on the standings board.

Wingback

(Continued from page 36)

ployed effectively as a dive man as well as a blocker, receiver, and ball-carrier on reverses. In order to gain this additional threat from the wingback, only minor adjustments are necessary.

The basic adjustment lies in the direction in which the wingback is set. He should be in his usual proximity to the offensive end, but not aligned in such a manner that his shoulders are parallel to the line of scrimmage. Rather, he should be set at a 45 degree angle to the line of scrimmage, pointing in toward the ball.

By lining up at this angle and facing toward the direction of the ball, the wingback will be in an excellent position to receive a quick pitch from his quarterback. It is possible for the wingback to receive this pitch on or slightly behind the line of scrimmage. Actually, he will receive possession of the ball in approximately the same area as in the case of the normal hand-off, except that he will be slightly wider.

The diving wingback has two disadvantages. However, they are not of sufficient importance to restrict the effectiveness of the dive play. Being set at a 45 degree angle, and closer to the line of scrimmage, the wingback cannot generate as much speed and power at the point of attack as can the conventional halfback with the normal straight-ahead thrust. Also, the wingback as a dive man has the additional burden of having to look at the ball in order to receive the quick pitch, as opposed to the conventional halfback who need not watch the ball when he receives the standard hand-off.

To compensate for this disadvantage in immediate speed and power, the wingback will be able to hit wider and more quickly by receiving the quick pitch, than would the normal halfback with the hand-off. By setting at a 45 degree angle, facing in, the wingback is naturally in a better position to assist his end with the double-team block. Also, by facing in, he is better situated for gaining a quicker start on reverse plays which require the wingback to be a ball-carrier.

Any offensive team that sets an end-wingback combination can expect to find a defensive tackle, either head-on with the offensive end or more generally to the outside of the offensive end. The defensive tackle, conscious of the double-team block, will almost always have an outside tendency. This presents an ideal situation to be exploited by a diving wingback.

In the case of a wide-tackle-six de-



Free

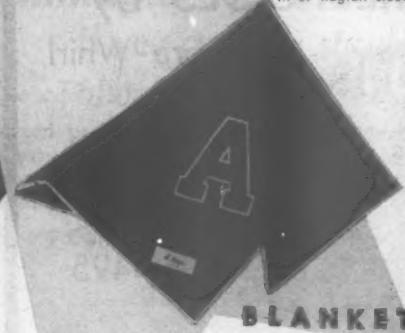


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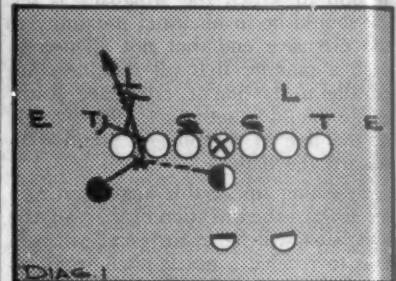
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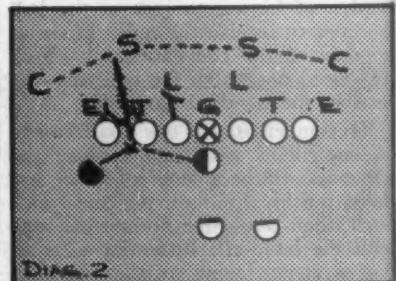
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defense, the wingback can be of maximum effectiveness if he is used as a dive man. By cross-blocking with the offensive end and tackle on the defensive linebacker and tackle, ideal blocking angles are obtained. The defensive tackle, being set wider, and usually determined not to be blocked in, is ideally situated to be blocked out by the offensive tackle (Diagram 1).



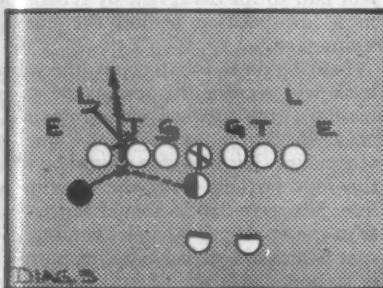
The end has an excellent blocking angle for driving the linebacker in. The defensive end to the strong side is, due to the necessity for outside coverage, set too wide to be a threat to the diving wingback. Also, the strong-side defensive guard is stationed too far from the hole to stop the diving wingback. Even mediocre blocking contact with this guard will be sufficient to delay him in reaching the hole. Good blasting contact with sustained follow-through will prevent the defensive guard from taking his normal pursuit angle.



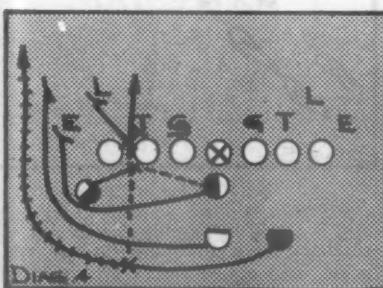
Essentially the same situation which is found in the case of the wide-tackle-six is presented by the Oklahoma or 5-4 defense. To adjust for the wingback from the 5-4 defense, the standard move is to pre-rotate the secondary or containing unit toward the strong side where the wingback is stationed (Diagram 2). Here again, ideal blocking angles are available for the end-tackle cross-block. Also, a minimum of contact with the linebacker will tie him up for an instant, rendering him ineffective in dealing with the diving wingback.

Another popular defensive alignment

which is used against a winged T attack is the tight-tackle-six. This defense poses a greater problem for a diving wingback because the strong-side linebacker is standing in the hole. Since the strong-side defensive end normally has the burden of outside responsibility in this defense, it is possible for the wingback to dive inside him without blocking the end (Diagram 3). This alignment affords excellent blocking angles for the end and tackle.



To dive quickly and consistently inside the end, which is necessary in a defense such as the tight-tackle-six, and to execute the play without blocking the end, a companion play is required. When the defensive end who is not being blocked tackles the diving wingback, he is not discharging his outside responsibilities honestly. He is leaving himself vulnerable for the wingback-dive companion play which will be run outside the defensive end (Diagram 4).



The diving wingback threat lends itself to almost any type of backfield series. After making his quick pitch to the wingback, the quarterback and the other two deep backs, as they do in the winged T, can easily run a belly pattern or flare pattern to either side. Due to the concealed nature of a low pitch behind the line, the deception to be gained with or without the pitch is equally effective as the normal dive man faking or carrying through the line.

In order to make the diving wingback effective, there are two major coaching points which must be stressed

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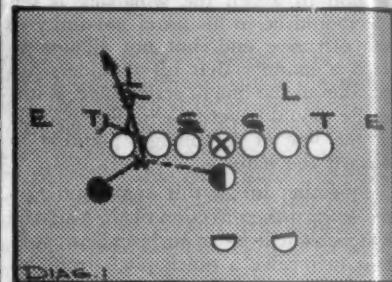
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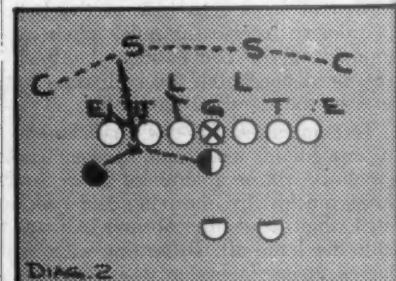
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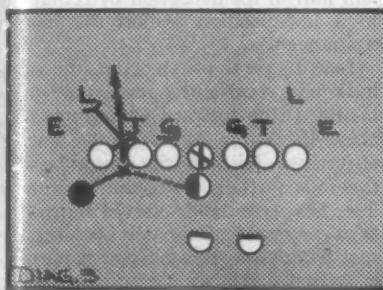
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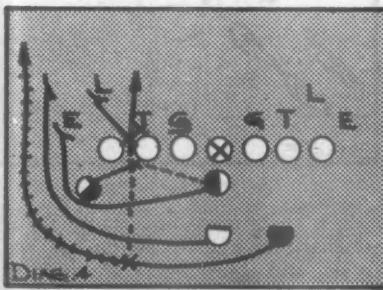
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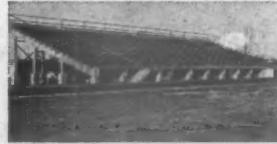
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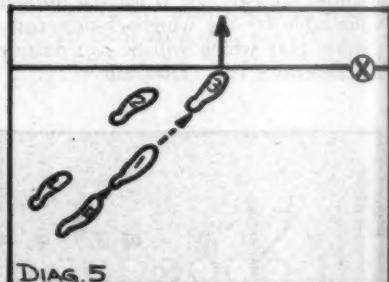
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to the quarterback. Upon receiving the ball from the center, the quarterback should slip the quick pitch to a point which approximates the wingback's forward knee after he has taken three steps toward the line in exactly the same 45 degree angle in which he is facing. Secondly, in order to facilitate an easy catch by the wingback, the quarterback must remember to make the pitch a *dead ball*, and fairly soft. The quarterback should also be reminded that when pitching or faking, he will add to his deception by remaining in a low position behind the line of scrimmage.

Leaving on the snap count, the wingback will receive the toss as he takes his third step forward while remaining at a 45 degree angle to the line of scrimmage. His first step should be with the foot farthest from the scrimmage line. His second step should move him to a point approximately behind the spot where his offensive end is normally stationed. He should still be driving toward the line at a 45 degree angle. As he takes his third step, he should plant this foot, and at the same time receive the quick pitch. With his back foot planted on his third step, the wingback cuts sharply at an additional 45 degrees which will then place him crossing the scrimmage line at 90 degrees (Diagram 5).



DIAG. 5

It is of primary importance in the wingback dive that the on-side end, tackle, and guard fire aggressively off the line. This is absolutely necessary in order to clear their area for the quick pitch. If the diving wingback is to hit quickly, the pitch should be made at least parallel to the line. Of course, as is the case in the conventional hand-off, it would be ideal to make the pitch in the line in order to eliminate the possibility of any loss on the play.

The basic threat of a diving wingback will naturally remain the same either from a winged T or double winged T set. Perhaps the major asset of a diving wingback results in the pressure that is placed on the defensive tackle. The tackle is constantly faced with the double-team block. If he becomes too wingback conscious, he is apt



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to become further confused. Since the initial movement of a diving wingback is essentially the same as a double-teaming wingback, the tackle is in no position to determine at once whether he will be contacted from his inside or outside. When the defensive tackle becomes too conscious of the diving wingback inside, he is then more vulnerable to the double-team block.

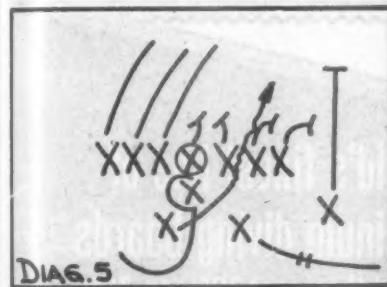
Pitch-Out Series

(Continued from page 12)

The opposing tackle is never blocked on the pitch at the No. 5 and No. 6 holes. Instead, our tackle pulls out to lead the halfback. His is the third block made, and is usually, the one that springs the ball-carrier for long gains. A fast-moving guard and the center can also throw vital blocks if they are able to go through and slide to the outside at the start of the play.

The Slant

The slant play, which is shown in Diagram 5, is the second play of the series since it goes hand-in-hand with the pitch-out. It is also used about as often as the pitch-out.



DIAS.5

Whenever the quarterback feels that the opposing tackle, linebacker or end are sliding to the outside too fast trying to stop the pitch, he can call the slant at the No. 1 or No. 2 holes. It can even be called at the No. 3 and No. 4 holes if he sees the opportunity to make good yardage there.

The only difference between the slant and the pitch-out is that the trailing halfback takes the ball from the quarterback instead of it being pitched out. Either straight shoulder or cross blocking is used at the hole.

The Dive at O

The dive play (Diagram 6) changes the pattern very slightly. Instead of slanting, the trailing halfback hits over the O hole behind the quarterback, with the quarterback faking his pitch and bringing the ball back to the halfback.



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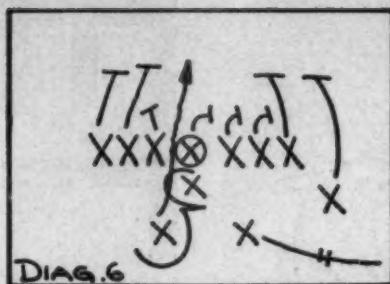
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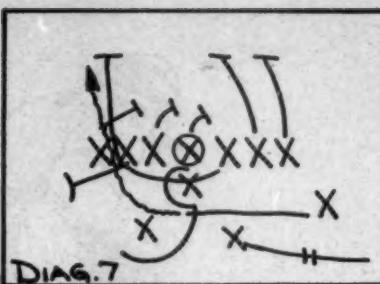


DIAG. 6

In this play, the quarterback designates which man should carry, and whether that man should run from the wide spot or from close in. If he comes from out wide, the ball-carrier must start in motion before the snap to make the timing work out properly.

The play starts out the same as the others, but the quarterback fakes to both halfbacks and keeps the ball. However, before he can take a step, the ball-carrier passes the quarterback's hands, using split-second timing, just behind the trailing halfback. Then the ball-carrier goes on into the designated hole.

More often than not the play is run at the No. 3 and No. 4 holes with cross blocking. However, it is run outside whenever we can get out there with good blocking.



DIAG. 7

This requires very fast movement on the part of the quarterback.

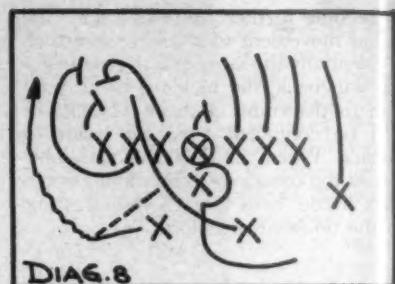
If there is no man on our center, the halfback hits directly over him. However, if there is a man on the center, the halfback hits over his own guard.

The Reverse

The fourth play of the series (Diagram 7) gives us striking power to the weak side. It is a reverse, with the end or flanker carrying, hitting any hole except the O hole.

Pitch to the Weak Side

A good many teams overshift to our flanker, and in so doing often give us an opportunity to run around their undermanned side (Diagram 8). In



DIAG. 8

these instances, the pitch is run away from the flanker.

If there is not more than one lineman or linebacker outside our weak-side end, the play will work. Our end blocks the outside man, and the tackle pulls out to lead the play. The two halfbacks and the quarterback carry out their normal patterns.

Quite often, when using this play, the quarterback will direct the flanker and his end to shift out wide. Thus part of the defense is pulled with and away from the ball-carrier.

The Bootleg Pitch

Our quarterback is rolled out from the line on every play in order to set up the best long distance scoring play, the bootleg pass, which is shown in

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Diagram
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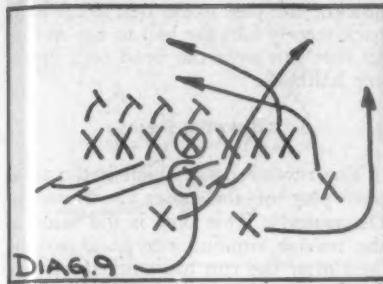


Diagram 9. After using several running plays from the series, and if the quarterback's faking has been good, the bootleg pass is a natural.

The quarterback fakes to both halfbacks, and then rolls out away from the line in the opposite direction from the flanker. This time he keeps the ball. All free linemen pull out and go with the quarterback for protection, while the others slide along the line in that direction. The end on this side stays in to block.

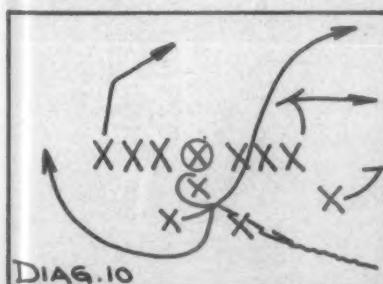
There are four receivers for this pass, and all have scored touchdowns. We definitely do not try to single out any certain receiver. The flanker and his end cut across the defensive secondary toward the passer, while the two halfbacks go downfield on the strong side after carrying out their normal patterns in the backfield.

Pitch Pass

The second pass of the series (Diagram 10) is called the pitch pass because it is identical to the pitch itself, and is used in conjunction with the running play. If the halfbacks are reasonably good passers, this pass may keep the defense honest, and prevent the players from coming up too fast whenever the ball is pitched out.

The outside man, end or flanker still carries out his regular blocking assignment, while the second man blocks in, and then slides to the outside as a pass receiver. The weak-side end, the slanting halfback, and the quarterback are also receivers.

If the pass is to be thrown long, it usually goes to the weak-side end or to the quarterback. When it is thrown



for September, 1959

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quickly, the pass works best if the half-back merely lobs the ball to the end on his side just over the head of a crashing halfback.

Reverse Pass

The reverse pass, which is the third pass play of the series, is shown in Diagram 11. This play is the same as the reverse running play, and is only used after the run has worked successfully a few times.

THE REVERSE PASS



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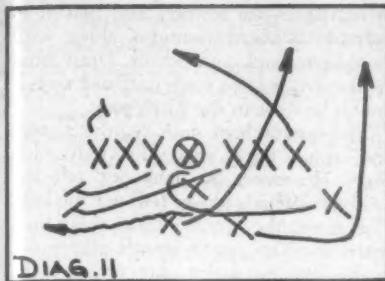
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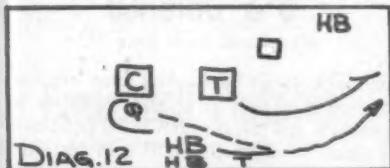


The assigned passer, flanker or end comes from the strong side with the ball. All free linemen pull out for protection, and the end on the weak side remains in to block.

The end or flanker, whichever player is not passing, goes across the middle of the secondary as a prime receiver. However, after carrying out their normal patterns, the two halfbacks are receivers, and the quarterback may become a receiver after he hands off the ball. If he is needed, the quarterback may also be used as a blocker.

Five drills are used to develop the pitch-out series.

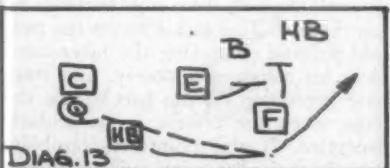
Diagram 12 shows the blocking drill which is used to develop tackles. Form a line of halfbacks, one of tackles, and one of the defensive backs. These players with the center and quarterback all take normal positions. Place the dummy where the defensive end normally plays.



A defensive back can move anywhere outside the dummy and five yards from the line of scrimmage. The ball is pitched to the halfback and the tackle pulls out to lead the play. He blocks the defensive man any way he can, and the halfback follows the tackle. The play should be run in both directions.

The blocking drill which is used to develop ends and flankers is shown in Diagram 13. This drill is similar to the one shown in Diagram 12 except the tackles are replaced by a line of ends and flankers.

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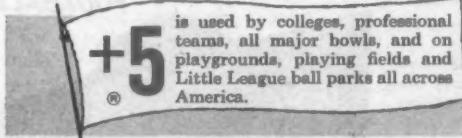
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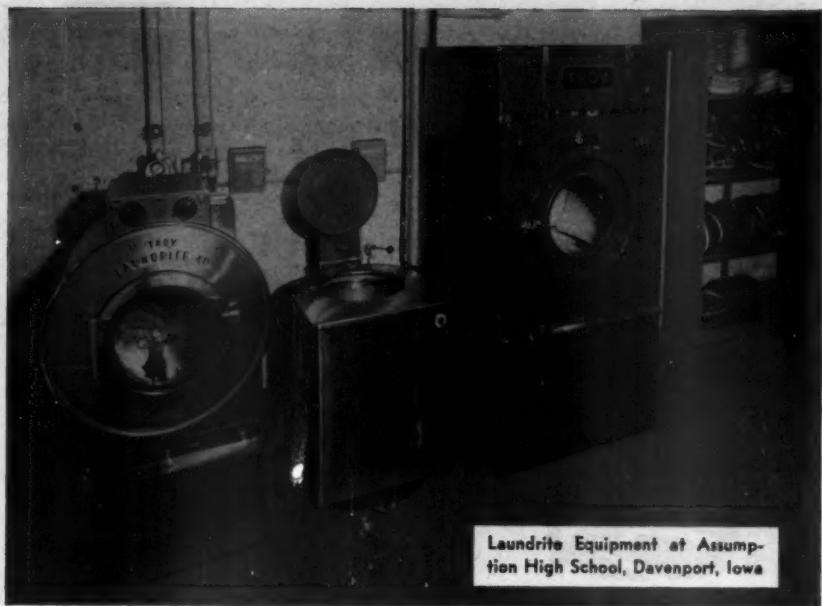
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of halfbacks are formed and placed in normal backfield positions along with the quarterback and center. Draw lines on the ground for each halfback to follow as he does in the pitch play.

The quarterback calls regular signals and spins back with the ball each time. However, he does not tell the halfbacks which player will get the ball. Therefore, they must follow their lines correctly. The coach stands where the linebackers normally play to see if he can tell who will get the ball.

Two lines of linemen, including the ends, are formed for the line charging drill. Place two on offense and two on defense. The offense moves to defense after their offensive stint, and the defense goes back into the lines. In this drill, the center snaps the ball.

On a given signal the linemen use straight shoulder or cross blocking on the defensive players. The defense can use any type of charge.

In the quarterback drill, place all centers on a line, and a quarterback behind each. Have all sets run through plays on a count given by the coach. Then have the quarterbacks move to a new center. Continue the procedure until all quarterbacks have worked with all centers.

The object is to get the centers and the quarterbacks used to each other, and for all quarterbacks to learn the same cadence when counting signals.

6-3 Defense

(Continued from page 18)

or eight yards back. Any time we can complete a pass over the halfback in practice, his punishment is 50 push-ups. Talking between the halfbacks and linebackers is stressed on pass coverage.

We will consider the center linebacker last because of his supervising duties. His first movement is keyed off the quarterback, thus making the block most difficult for the center, who is the only man free to get him. His assignment is the first man through the line of scrimmage.

His first move is a cross-over step in the direction of the quarterback, taking his position for the tackle of the dive man. If he senses the play, he is allowed to continue pursuit. The center linebacker has no responsibility for counters.

Our players are instructed to plug the assigned hole by tackling the man through the hole if he even pretends he has the ball. This tackle serves the two-fold purpose of making the faker complete his assignment poorly, and stopping indecision on the part of the defense when the offense is particularly deceptive. It also points responsibility directly and allows for quicker correc-

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tion of weaknesses. We find that with these assignments there is less indecision on the part of the defense, yet the reaction on a poorly executed fake is still toward the ball.

The assignments of the flankers and split ends are designed as much for simplicity as effectiveness.

In the case of a flanker, when the offense has a potential of three men deep, the off-side halfback is moved to the safety position, and the off-side linebacker is instructed to drop back a couple of yards. Since the off-side linebacker is responsible for outside coverage only (not dive plays), and the offense can now only send two men toward the off-side on a running play, this maneuver seems quite effective.

There are several weaknesses in the 6-3 defense; however, they come at points that force the opponent to vary his usual strategy. On the other hand, we feel this defense is strong at the points usually considered essential to control such as the off-tackle and dive holes. Certain adjustments must be made when facing a team that uses the cross buck or has a particularly strong passing game. However, we find adjustments no harder to make than in the case of any other type of defense. During the past year the 6-3 was used almost exclusively outside the 5-yard line. The only touchdown made by a T formation team came on the last play of the game against the second unit. However, we had quick, experienced linemen who took pride in carrying the fight to a larger opponent.

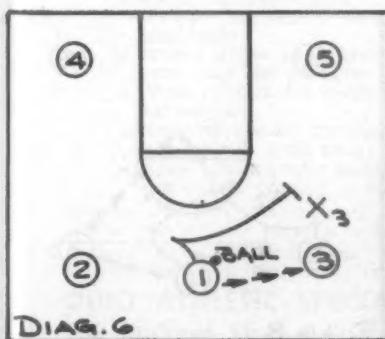
Basketball Patterns

(Continued from page 20)

man is sagging. By going in front of his opponent, the offensive player sets up a play for his teammate.

O1 who has the ball fakes to O2 and passes to O3. Then he goes between O3 and the defense. O3 can go with O1 or drive off (Diagram 5).

Diagram 6 shows the best screen cut which places the pressure on the de-



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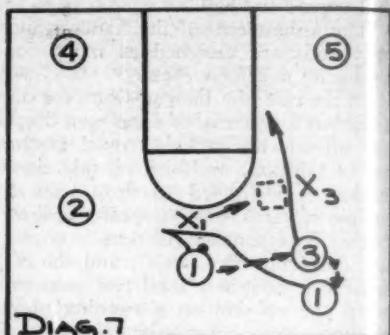
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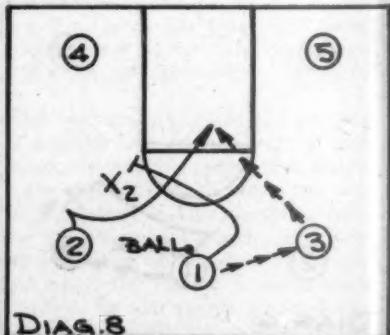
The pass go behind (Diagram 7) is generally used to set up a shooter. O1 passes to O3, fakes, cuts in, and then drops back of O3. This will draw X1 and X3 together. Then O3 hands off to O1, splitting the defense.

As shown in Diagram 8, O1 passes to O3, cuts away, and sets a post for O2. X2 is the floating player.

In the beginning in order to avoid confusion, the players should be stationed according to positions and numbers. This is called position playing. Later when they improve, interchanging positions is possible, and with fluid movement plays will begin to peel off. Players learn to mesh and a great deal of fun is added to the offensive playing and scoring.

Many coaches have not exhausted the possibilities of this pattern. For instance, let us take the give-and-go two-man series. There are at least 10 combinations of plays that can be formulated. Multiply these by three players and a total of 30 plays is obtained.

Finally, there are a number of coaches who do not use this pattern in games, but employ it as a drill which is excellent for running, conditioning, and teaching ball-handling. As the players learn the pattern, they improve and learn to improvise plays of their own.





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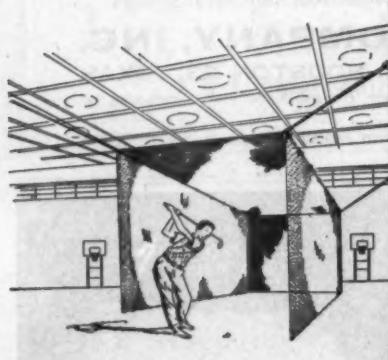
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An Off-Season Conditioning Program

By JOE CARLO
Football Coach, Newark, Ohio, High School

SINCE World War II it has become apparent that the physical fitness of the nation's youth leaves a great deal to be desired. The deficiencies in our physical education programs are at least partly responsible for this unfortunate situation. These programs are geared to a wide range of social and recreational activities, and not enough emphasis is placed on body development and conditioning.

One of the difficulties is that coaches receive the boys too late for good conditioning. A large number of our young people have been physically inactive for too many years to hope for a quick conditioning. We know they cannot develop strength, power, endurance, flexibility, and balance through watching television and being transported here and there in the family car. For years coaches have been telling each other at clinics, conventions, and conferences how unfit our youngsters really are.

In the past years, coaches have been concerned at one time or another with the physical activities of football players in the off-season, especially the sophomores and juniors. There is definitely a lessening of desire on the part of athletes to continue to keep physically fit in the off-season.

During the season athletes enjoy working together in regular practices, and become accustomed to a routine amount of exercise, diversified activity, and recreation. After the season ends, unless there is some directed program, each athlete tends to drift off in his own way and by the time the next season rolls around, he has lost a great deal of the physical fitness he acquired during the previous season.

As part of our conditioning program, we had the task of selling the need for fitness in a football program to the parents and boys of our community. This selling task was not easy. First, we had to prove to the boys that they were not physically fit; therefore, they were incapable of playing football to the utmost of their ability. Also, we had to

show the players and their parents that we had been having too many minor injuries which could be traced to physical weaknesses. Then our planned program was presented and the boys were challenged to participate and strengthen their weaknesses. The response was overwhelming — far beyond our fondest dream. We all became enthusiastic and, as the result of working as a team, the players became physically fit.

Since our school physical education facilities are constantly in use, the Y.M.C.A. allowed us to use theirs so our boys could get the proper body conditioning.

The program outlined will add immeasurably to an athlete's strength, endurance, and agility. However, we believe that if all athletes can be kept at current physical status, a great deal has been accomplished.

Conditioning may be defined as the progressive preparation of athletes for the severe physical exertions necessary in competitive athletics. Through the use of graduated amounts of activity, the endurance and capacity of the individual will increase to a point of peak efficiency. The vast majority of movements involved in athletics require a balance of strength in all parts of the body rather than an unusual development in one part. Hence, a general body conditioning rather than a specialized one is the most desirable.

The program is built around approximately fourteen activities or exercises which involve all the major muscle groups of the body.

The following is a complete outline of our program:

1. *Sit-Ups.* With the legs held down by a partner, sit up as far as possible, touching the elbow to the opposite knee. This exercise develops the abdominal muscles.

2. *Squats.* The squat is performed somewhat like a deep knee bend. Use weights on the shoulders. The muscles near the knee are developed through the use of this exercise.

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3. *Curls.* Wrist roller (winding a 15 pound weight). This exercise develops the fingers, wrists, and forearms.

4. *Chin-Ups.* The horizontal bar should be eight feet from the floor. The biceps are developed by this exercise.

5. *Push-Ups.* The shoulders and arms are developed by using this exercise.

6. *Leg Curls.* Use iron boots (5 pound weights on each boot). This exercise develops the biceps femoris and the hamstring muscles.

7. *Trampoline.* This activity develops coordination.

8. *Tumbling.* The proper technique of falling is taught through the use of this activity.

9. *Wrestling.* This activity develops strength and self-confidence.

10. *Speed Ball.* Reflex action is developed through the use of this activity.

11. *Volleyball.* This activity develops teamwork and sportsmanship.

12. *Basketball.* Rough house playing (no rules) should be encouraged.

13. *Weight Lifting.* Use the small

TWELVE years ago Joe Carlo graduated from Baldwin-Wallace, and has spent all of his coaching career in the Newark school system. After five years, he was elevated to the top spot and since then has compiled an enviable record. He served on the coaching staff for the South team in the Ohio North-South All-Star Game two years ago.

barbells (25 pounds). The bench press, curls, side bends, one-arm press, and pull-over chest exercise should be used.

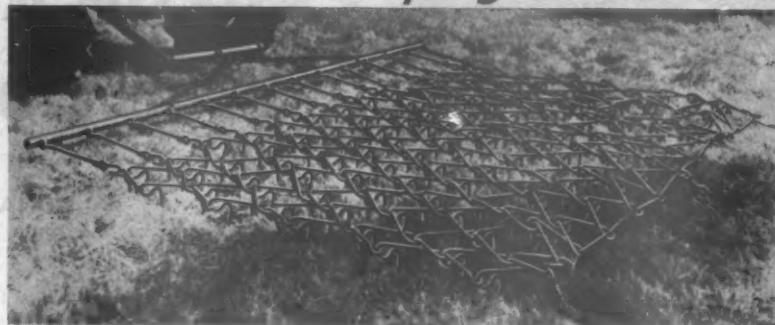
14. *Swimming.* This activity exercises all parts of the body.

A physical fitness program is not a substitute for training in skill or endurance in any sport; however, it helps to motivate a more fixed base of fitness for all sports. A program of this kind helps to prevent injuries, and adds fun to sports training that very often is just plain hard work.

This type of program promotes vigorous, healthy, and happy activity, dramatizes individual achievement, and stimulates boys to develop and maintain a high degree of physical fitness. It helps to develop alert, clear thinking, and offers an opportunity for the boys to cooperate with others in creating team unity.

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The Running Side Body Block

By DONALD BEN BOLT
Football Coach, Kerman, California, Union High School

ONE of the most difficult skills to master in the game of football is the downfield block. The reason is the amount of room in which the tackler has to maneuver to avoid being blocked. In order for a player to become an effective downfield blocker, he should learn a very definite sequence of body movements and execute them with vicious concentration.

A downfield blocker has one big advantage over a tackler. He has or should have an intelligent ball-carrier on his side to set up the defensive tackler. A perfectly executed block can be completely spoiled by a ball-carrier who cuts the wrong way just as the block is initiated, thus causing the tackler to move away from the blocker. On the contrary, it is gratifying to see a skilled ball-carrier start to one side of his blocker, causing the tackler to commit himself to that direction, and then drive to the other side, enabling the blocker to execute his block between the ball and the tackler. It is often said of an outstanding ball-carrier that he owes his success to his blockers. We can also say that an outstanding downfield blocker owes his success to his ball-carriers. Of course, each must rely on the other to accomplish his purpose.

A blocker's only purpose is to keep tacklers from getting to the ball-carrier. This is the only criteria for judging downfield blocking; however, the block must be executed within the rules. Whether it is a tangling up, screening or knocking down procedure, the best block is the one which frees the ball-carrier most often. In our opinion, the most effective method of freeing the ball-carrier is by means of a properly executed running side body block. It is more difficult for a defensive man to avoid being blocked in this manner than in any other, and it is harder for him to disengage himself from the blocker once the block has been thrown. A harder blow can be delivered by using a shoulder block, but if the block is missed the extra power is of no value.

In order to execute a running side body block properly, the blocker must run hard at the defensive man, keeping his eyes fixed on the defensive player's

belt buckle. This is a relatively high block. The last step should be in as close to the defensive man as possible. The blocker should throw his head, arms, and body across and into the defender and kick hard behind him with the trailing knee. He should kick his knee high so that the thigh will be parallel to the ground. This knee kick serves two purposes. First, it provides impetus to the blow by the hip; second, it pens the defender in between the thigh and the body of the blocker. The point of contact should be the blocker's hip to the tackler's belt buckle.

Continuing the block, the blocker should drop both hands and the trailing foot to the ground so that the tackler will be pinched between his body and the thigh of his kicking leg. The blocker's head should be up, he should

DON BOLT was named to the Associated Press Little All-American team in 1945 while a member of the Fresno State College team. He has coached at two schools, Coalinga, California (1947-1949), and Kerman from 1949 to the present time.

still be trying to see his opponent's belt buckle, and be moving against him with a crab-like movement. If the defender goes down, the blocker should lie on him. If the defender keeps his feet, which he will do most of the time, he will have to go through the body of the blocker to get to the ball-carrier or go through the blocker's thigh to get behind him. Only two courses are left to him, to back up away from the ball-carrier or to continue in the same direction as the ball-carrier. In either instance, the blocker can crab along quickly on all fours and keep the would-be tackler tangled up.

Downfield blocking is an important part of football and one on which many coaches do not spend enough time. Time spent in properly executing this fundamental pays rich rewards.

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Prevent Defense

(Continued from page 39)

the one they employed when the opposition scored a long pass or run. However, when time is a vital factor in the game, and the opposition is deep in its own territory and behind in the score, teams which employ tight, compact, aggressive defenses are literally inviting the opposition to throw the ball deep. One defensive mistake permits the successful completion of a long pass and/or run for the winning touchdown. The purpose of this article is to explain and illustrate the theory and purpose, individual and team duties and responsibilities, and various defensive alignments which may be employed in prevent situations.

Theory and Purpose

The words *prevent* and *victory* signify the purposes of the defense — to prevent the opposition from scoring the winning touchdown and to insure the victory for the team that is employing the defense.

The theory behind the defense is to select alignments which offer depth because they must prevent the completion of the long pass behind the defensive secondary, yet include width, forcing the receivers or the ball-carrier to stay inside the defensive perimeter. The time remaining to play in the half or game is a vital factor. Should a receiver or a ball-carrier penetrate outside the defensive alignment, he might go all the way for the touchdown or he is likely to go out of bounds to stop the clock if he is trapped near the sideline.

Since no defense is perfect because the field is too large to cover, and the situation calls for alignments which offer both depth and width, any prevent or victory alignment has certain inherent weaknesses. It is a recognized fact that they are weak against trap plays in the middle, the draw play, and screen passes. Each of these plays is

DON FUOSS has written numerous articles for us in the past. He is author of the text, "Quarterback Generalship and Strategy," and the soon-to-be-released book, "The Complete Kicking Game — Mechanics and Strategy," (see Book Reviews). Last fall his East Orange team finished the season with a 9-0-0 record for the school's first undefeated, untied season in 59 years. The team limited the opposition to 26 points, while scoring 246.



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covered by specific duties and responsibilities of the individual players, and if the defensive men play their positions as instructed they can minimize the effectiveness of these particular plays. Defensive players should realize that a 10 to 15 yard gain is not likely to defeat their team. If a running play or short pass is successful, as long as the ball-carrier is contained inside the defensive perimeter precious time is being expended, and the defensive alignments afford good pursuit angles with maximum opportunities for gang tackling which might force the receiver or ball-carrier to fumble the ball. When there is a long distance to go for the touchdown, one interception will nullify all of the completions, provided the defense does not permit the offense to complete the pass over the goal line (or run for the winning score).

Prevent Alignments With Team and Individual Responsibilities

The prevent defensive line may be either an odd (five-man) or even (four-man) set-up, with the defensive secondary either in a diamond or box alignment. In each of the alignments, it is desirable for the ends (or tackles) to exert some pressure on the offen-

sive ends if they line up in their normal splits. These potential receivers should not come off the line clean. If the offensive ends detach themselves and/or the backs flank, the linebackers and deep secondary players will pick them up. The defensive ends generally line up in their normal positions unless the alignment calls for them to drop off and cover the flat zones.

When playing on the line of scrimmage, the ends should contain and keep the play on the inside. They should not come across the line of scrimmage with reckless abandon because a mistake here forces the linebacker to come up from the outside to stop the play. The defensive ends must be careful they are not hooked by the offensive ends. They should be cognizant of detached ends or flankers who are trying to drive them to the inside. Another responsibility they have is to look to the inside for the trap block. If this block is successful, a delayed play may go inside of the end. When the screen pass is intercepted, the defensive ends should call *screen*, and fan to the short flats.

In each of the prevent alignments the tackles must be careful they are not trapped from the inside, driven in from the outside or go around their re-

spective blockers, permitting themselves to be draw blocked either way. Should any of these maneuvers occur, an unprotected alley will be opened through which the opposition can run the ball. Therefore, the tackles should be instructed to go through their respective blockers, rather than around them, and stay in front of the ball.

Assuming the prevent alignment is odd and has the middle guard head-on the offensive center, his duties are to play the draw first and then the middle screen. Depending on the arrangement of the defensive secondary, he will then either rush the passer or drop back into the middle pass zone. If the prevent alignment is even and the middle guard is lined up off the line of scrimmage, his duties are the same — draw play, middle screen, and middle pass zone.

The linebackers and the deep secondary are going to play a cold zone defense whether a diamond or box secondary is employed. In the case of a diamond secondary, the area will be divided into three deep zones, while in a box secondary it will be in quarters rather than thirds. The depth of the entire defensive secondary depends on the tactical situation — down, distance to go, position on the field, time re-



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maining to play, the score, and will vary according to these factors. As a starting point, the linebackers should be approximately six yards from the line of scrimmage; the halfbacks approximately eight yards beyond the linebackers; and the safety man at least 15 yards from the line of scrimmage, depending on whether a diamond or box secondary is being employed. The *tactical situation* will dictate the depth of the secondary, just as it dictates when to employ the defense. It should be kept in mind that a *prevent or victory alignment* is one of both depth and width, and is primarily a pass defense. The defensive team is trying to force the opposition into the middle of the defense, in order to gain the advantages mentioned previously. If a diamond secondary is being employed and the safety man is forced to play deeper than 15 yards versus a good passing attack, the middle linebacker should also loosen to compensate for the safety man's added depth.

Diagram 1 shows a simple 5-3 defense which may be used as a prevent alignment by merely loosening the secondary to cover the six pass zones.

A 5-2 odd alignment with a box-wing (umbrella) secondary, which some coaches employ as their prevent defense, is shown in Diagram 2. The duties and responsibilities are almost the same as those explained previously, except the deep zones are divided into fourths instead of thirds.

The defense which is shown in Diagram 3 is similar in several respects to that shown in Diagram 2, although the defensive set-up is an even alignment. The middle guard is off the line, with the interior rushers either on the offensive guards, as shown, or in the gaps between the offensive guards and tackles, in a 4-3 box-wing alignment. The deep and flat zones are covered in the same manner as described and shown in Diagram 2.

Diagram 4 shows a simple adjustment from the Oklahoma 5-4 defense, loosening the inside linebackers to cover the short middle zones, dropping off the ends to cover the short flat zones, with the wingbacks and twin safeties covering the four deep zones. The defensive tackles and middle guard rush the passer, with eight players defending in the secondary.

Another standard prevent defense, the 4-4 with a diamond secondary, is shown in Diagram 5. The tackles rush through the offensive ends, and contain the passer. The guards also rush, while the ends drop off and cover the flats, and the inside linebackers cover the short middle zones.

Diagram 6 shows a slightly different prevent alignment in the secondary as a safety valve player, the surest tackler



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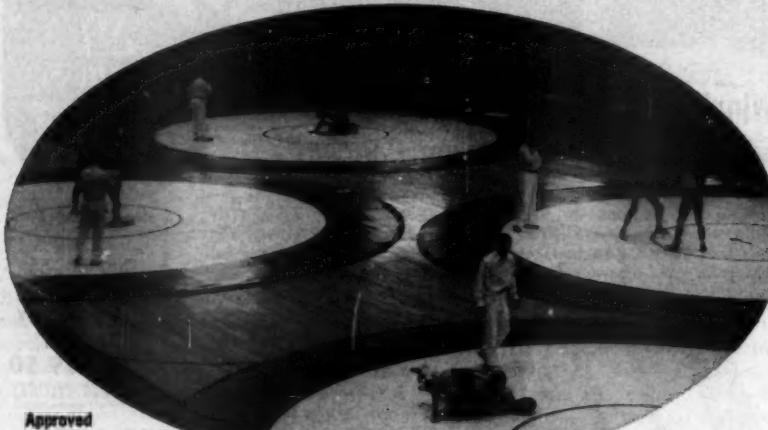


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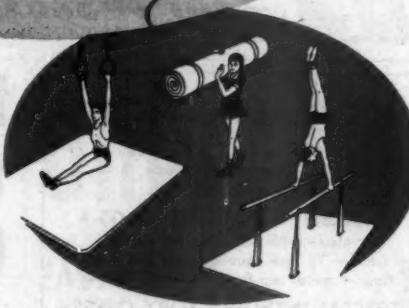
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on the team, is stationed 10 yards beyond the single safety man. This somewhat unusual alignment was explained by Coach Paul Bryant at the 1957 National Football Clinic, and he has used it on occasion. The purpose of the deep man, the safety valve, is in case the ball is tipped in the middle or the receiver gets behind one of the men in the defensive secondary. His sole responsibility is to keep the other team from scoring by staying between the football and the goal line he is defending. Should the ball-carrier evade the other defensive men, the safety valve is instructed to fight off blockers, and make certain the ball-carrier does not score.

When the opposition passes the ball, the safety valve maintains his position and does not go for the ball. He plays for the tipped ball or the completed pass. If the pass is in the middle and it is tipped, by retaining his position he is likely to catch it. Should the pass be in one of the side zones and the ball is tipped, the opposition has equal opportunity to catch it. By playing deep, as instructed, should the opposition catch the batted or tipped ball, the safety valve is still between the ball-carrier and the goal line.

As shown in Diagram 6, the ends, tackles, linebackers, and the three deep men have the same duties and responsibilities as explained previously.

Diagram 7 shows another of the unusual prevent defenses in that the twin safeties are lined up in tandem, similar to those shown in Diagram 6, instead of parallel to each other as shown in Diagram 4. The alignment is odd because the three interior linemen rush the passer. The ends drop off and cover the flats, and the inside linebackers cover the short middle zones. The wings cover the deep outside zones, with the safeties moving to a tandem alignment.

There are other prevent or victory alignments which could be presented. For illustrative purposes the alignments we have described will suffice. A team is not likely to employ more than two prevent alignments.

Conclusion

The prevent or victory defense may be considered one of the *fringe* aspects of football. It is in the same category as the intentional safety, the clock play, the touchdown sequence, defending against or employing the on-side kick-off, etc. While a coach might not have the occasion to use any of these alignments frequently during the course of a season, if he prevents the opposition from scoring and insures a victory for his team on even one occasion, his time and effort will be justified.

Multiple Defense in Basketball

By JAMES M. HARTLE

Basketball Coach, Annapolis, Missouri, High School

WE employ the multiple defense and have found it helped our team open up a close game into a comfortable victory or to play more effectively against a stronger team.

The defenses used in our multiple defense system are the two-three zone, two-one-two, three-two-zone, umbrella zone, half-court press, four-man back court press, man-for-man defense, and the sinking man-for-man.

The objectives of our different defenses are to exploit the weak points of the opposing team, keep the players off balance, and force the opponents to use up valuable time-outs.

Each one of the defenses has certain strong features which we try to use advantageously against an opposing team. The two-three zone has been effective against teams that have inaccurate set shooters from the back court area. It

also reduces the potential of a corner shooter who possesses good shooting accuracy and holds driving along the baseline to a minimum.

The two-one-two is used against teams that have a good center-of-the-court offense or a down-through-the-middle offense. It has reduced the effectiveness of an opposing team's post play by forcing the players to move farther out on the floor. This defense is useful in controlling the boards against a smaller team because the front line men on the defensive team are in a rebounding triangle position which enables the two back line men to move quickly on the fast break.

It has been found that the three-two zone reduces the efficiency of the back court set shooters and generally keeps the opponent from shooting closer than 21 feet.

With the tandem post offense came an offense which is employed by many coaches against the zone defense. The most successful defense we have found to use in combating the tandem post is the umbrella zone defense. The umbrella provides a zone defense in which each defensive man is stationed in an offensive player's area.

All of our pressing defenses are used against inexperienced teams, teams in poor physical condition, smaller teams, slower teams, set offense teams, and teams of superior height.

The man-for-man defensive press is used when we have better than average individual defensive players. This press prevents the offensive player from scoring unguarded and encourages the offense to dribble instead of passing.

The sinking man-for-man is used against teams which have high-scoring post men or employ the single post as their basic offense. Use of this defense encourages shooting by the back court offensive players which should reduce the shooting percentage of these players. The defensive team is kept mentally alert, thus building up teamwork.

The defenses to be used in a game are selected from scouting reports or after the opponents have been studied

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during a game. Sometimes defenses are changed several times during a game. This is done during time-out periods or between quarters.

JAMES M. HARTLE is a graduate of Arkansas State College and holds a master's degree from George Peabody College. He served in the air force during the Korean conflict and then coached two years at Frankford High School in Missouri before taking over his present duties.

With the addition of these defenses to team plans for a basketball season, we are sure the team will be better prepared to meet the game schedule more successfully.

Signal Calling

(Continued from page 25)

new series. They will not huddle again until they have either lost the ball on downs or have made a first down. When using this system, the coach must use a cadence which will get the ball into play as quickly as possible. The defense should not be given an opportunity to rest or get completely set. A slow or careless official can hamper this system. The official must be on his toes and get the ball ready for play without loss of time.

When the plays are run as they should be, the defense has a very difficult time changing defenses without calling a time-out. Another thing, the players never have time to worry about the size of the opposition. One of our players said he felt this system developed his reaction time better than any drill he ever participated in.

This system may not be a cure-all, but if given a fair chance, it will produce satisfactory results. We have varied the use of the system. Sometimes it is used for an entire game; at other times it is kept in reserve and used only when our team is within the 30-yard line. It seems to work best against the stronger teams. We find that the defensive team, no matter how much they know about us, can be confused easily when our players alternate between the series system and calling plays singly. This system becomes exceptionally effective inside the 10-yard line where the defense tends to become excited. Other systems seem to bog down within the 10-yard line and die without a score. This system of calling plays takes us right on over the goal line.

Pointers for the Diving Judge

By DR. DAVID O. MATTHEWS

Intramural Sports Director, Bowling Green University, Bowling Green, Ohio

THE widespread belief that nothing ruins an athletic contest more completely than poor refereeing holds especially true in fancy diving. As a coach who has traveled many miles in order to have his divers compete in meets, it has been particularly evident that there is a great need for more uniformity in judging.

To illustrate the point, we know of a school where all of the judges pride themselves on their toughness, and each one will give a four or five for a dive which would normally be worthy of a higher rating. As a result, there is too little spread between the good dives and the poor dives. On the other hand, at another school the average dive is given a six or seven.

Starting Position

What should a judge look for in a dive? First of all, he should determine whether or not the diver is in the correct stance or starting position for the dive he is going to do. In all dives requiring the forward take-off with the use of a run, the starting position should be one characterized by an erect body with the chin up and the eyes looking straight ahead. The diver's chest should be lifted or drawn up, his stomach ought to be sucked in slightly, his arms should be held down close to his sides with his hands touching his legs either at the sides or slightly forward in a normal unaffected style, and his knees and feet should be together.

In the dives requiring a backward take-off, the starting position is not much different from the forward take-offs except that the diver's arms should be held out straight at shoulder level, with his hands pointing toward the back of the board. It is necessary for the competitor to hold his hands palms downward and his fingers together.

Since the diver is immobile during the starting position and usually remains so for several seconds, it is easy for the judge to determine rapidly whether or not he is liable for any point subtractions due to faulty technique.

The Run

The next phase of the dive, the run, causes differences of opinion because of personal ideas as to what is meant by the rule which states that the run should be smooth, straight, and forceful. Some judges feel that the arm swing during the run should be such that the diver's arms are moved forward and backward together, while others believe the alternating swing or the natural arm action used in walking should be employed. Apparently, if our rule interpretation is correct, it makes no difference how the arm swing is executed as long as it is smooth.

One diving judge told us that the run of our diver was not forceful enough. We tried to get a proper definition of a forceful run from him but failed to receive anything concrete. Our diver employed a forceful run in that it was faster than a walk, and yet slower than a trot. He used a maximum speed compatible with his ability to effect a proper hurdle and take-off. This then should be the standard used to judge the run. The judge should not deduct points if less than three steps are taken; this is the job of the referee.

There is little to judge on the hurdle except that both of the diver's feet must touch the board simultaneously at the end of the hurdle. Otherwise the form used in the hurdle must not be judged because there is nothing in the rules indicating the proper arm lift, height or slant of the body during this part of the dive.

As one author states: *Height in div-*



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ing is the vertical distance of the highest peak reached by the body's center of motion in the line of flight. The diving rule says only that the take-off (which includes height), should be bold, reasonably high, and confident. This rule then leaves considerable room for disagreement as to what height a diver must reach before that part of the dive is perfect. We have seen divers who complete their dives and execute a fine entry, yet go no higher than 30 inches, and again we have seen divers go up 48 inches, yet get lost in their dive. Unless some device for measuring height is employed, the rule as it stands now provides the opportunity for wide disagreement on its interpretation. Unfortunately, the seemingly universal practice is to compare all divers in competition with the first man who does a particular dive. This procedure penalizes the diver who might execute a better dive insofar as mechanical execution is concerned, but is awarded fewer points because of lesser height.

Another cause for disagreement lies in the interpretation of what is a *crow hop* and what is not. The intercollegiate rule declares that during the back dive the diver must not bounce the board before his take-off. It goes on to say, that if a diver in preparing for a back

take-off lifts his feet slightly off the board, the judges may or may not deduct from their award according to their individual opinion as to whether this slight lift of the feet has affected the performance of the dive. Again, the opinion of the judges plays an important part in whether or not the slight lift from the board was an advantage for the diver. This latitude for variance of opinion can cause many hard feelings because most judges cannot determine if the usual slight lift is advantageous. Would it not be better if the rule outlawed all loss of contact with the board before the beginning of the take-off in the backward dives?

In the flight or passage through the air, the diving judge should be on the alert to see that the diver does exactly what is called for in the dive, as announced by the referee and then repeated by the diver himself. If the dive is to be done in the straight or layout position, the competitor must not allow his body to bend either at the hips or the knees. However, the body may be curved into an arc, depending on the desire of the diver.

Dives Requiring a Pike

If the dive is to be done in a pike

position, the body must be bent at the hips but not at the knees. The degree of compactness of the pike is open for discussion. The rule asks the diver to be as compact as possible. Some judges feel that in the pike dives the competitor's chest and the thighs should be touching, while others feel that a pike approximating a forward position of almost 125 degrees from the vertical is good enough.

Our 6 foot, 2 inch, 210 pound football player-diver gets in as compact a position as possible on his pike dives, but his heavy musculature prevents his achieving the compactness of the smaller divers, so he loses points on every pike dive he does.

In judging the placement of the diver's arms and hands in the pike dives, there should be more uniformity. Many judges believe that the forearms ought to be touching the sides of the calves of the legs, with the hands placed behind them. Other judges insist that the pike be executed with the arms stretched straight down from the shoulders, with the hands touching the tops of the insteps of the feet. There are other judges who like the arms straight out sideways from the shoulders. Since the rule fails to stipulate an exact placement for the arms and hands or a

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definite compactness of the pike, the judge should be ready to accept almost any method of piking without penalizing the competitor. Again, pointed toes are demanded from the diver.

Tuck Dives

In our opinion, if a dive is done in tuck style, the diver's body should be bunched so that his chest is against the front of his thighs, and the calves of his lower leg are up against the backs of his thighs. However, leeway is allowed according to the rule which again states that being as compact as possible is the thing to be achieved. In this situation as in the pike dives, perhaps too much variance of opinion is allowed. Pointed toes are required as they are in the other two positions.

Another factor to be judged during the flight through the air is the position of the competitor's arms. However, the rule simplifies things, in that it is only in the case of the front or fly-away dives that the arms are required to be held in a certain position, except for feet first entries. The requirement for the No. 100 dive is that the competitor's arms must be stretched out sideways in line with his shoulders, and must be kept still until just before the entry into the water. At that time they must be brought together rapidly and extended beyond the head in line with the body. In the feet first entries, the arms must be kept close to the sides and straight.

The thing a judge must watch for in the arm action during the front dive is that the diver's arms are moved from a front position where they are parallel with each other, and shoulder width apart at the start of the dive, to a position where they form a right angle with the length of the body, and then are moved back along the same path into the original starting position. Many divers make the mistake, if our interpretation of the rule is correct, of continuing the sweep of the arms downward past the shoulder level, and then bringing the hands in toward the chest to shoot them out straight in front as would a breast-stroker in his arm recovery. Another error in arm movement occurs when the diver circles his arms or moves them forward or backward to maintain balance during passage through the air.

Twist Dives

The *NCAA Guide* states: *In dives with twists, the twisting must not be done directly from the board.* It would seem that this requirement would create no problems for the diver or for the diving judge. However, we have heard

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many judges pose the question whether or not the movement of the diver's head constitutes part of the twist as defined in the rule. There are other judges who wonder if it is possible to determine whether or not the twist is started immediately after or just before the diver breaks contact with the board. The rule does not specify any particular height the performer must reach before he can begin his twist, and it would be impossible to establish this height. We do not feel there are many judges who are competent enough to tell whether or not a diver begins his twist while he still has contact with the board or whether he is one inch off the board. Therefore, we feel that a judge must mark a dive down only when the twist is started as the board begins its upward journey.

Another extremely difficult part of a twist dive to judge is that which involves a piking along with a twist such as the double twisting or the full twisting forward one and one-half somersault. The rule states that the twist must not be started until there has been a marked pike position. Since the execution of this type of dive requires very fast movements, it is almost impossible for the average or even the expert diving judge to tell where the pike ends

and the twist begins. We have studied motion pictures of one of the Olympic diving trials in which there is strong evidence that two of the divers started their twist with their pike, yet received nines and tens on the dive. The judge then, in our opinion, must assume in this type of dive, unless it is obviously wrong, that the diver executed his pike before starting his twist and let it go at that.

The Entry

The last part of the dive is the entry, and in all cases it must be vertical or nearly so, with the diver's body straight and his toes pointed. Unfortunately, there are too many judges who overestimate the point value of the entry of the feet. Some even seem to base their entire score on the foot entry, mainly because they do not know what is required in the part of the dive which precedes the entry. In many cases, the entry is an indication of how well the dive was executed and whether or not the diver had control. However, if the dive is a little bit short or a trifle over, there is no sound reason why two or three points should be taken off the score. We have seen many dives which looked beautiful in all respects until

the entry. At that point, because of a last-minute relaxation or failure to carry the dive down to the bottom of the pool, the feet or trunk were short or over, and the resultant splash made the judge think the dive was only average.

Some of the things a judge may consider as being poor technique on the entry are legs bent at the knees, legs apart, toes not pointed, heels together but toes apart or vice versa, and feet overlapping. However, not more than one-half or one point should be taken away if the rule infraction is a minor one.

Schools Should Train Judges

If this training is not supplied by the school system of which they are a part, we believe that swimming coaches must assume the responsibility for training their judges, just as they would train their swimmers. In Chicago some meet officials such as the starter and the diving judges are certified by a central governing body. If the coach cannot obtain individuals to work his meets, he must depend upon the faculty within his own school or upon willing townspeople who might include ex-divers. This means that he must make certain

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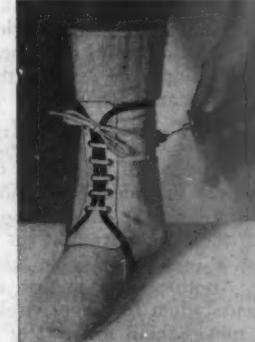
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they know what is required in each dive so that they are able to judge accurately and with impartiality.

We have seen meets where there has been but one diving judge. There should be at least three judges and preferably five. When there are five judges, the top and bottom scores are discarded, and the three middle scores are totaled, thus giving a more accurate appraisal of the dive. If it is impossible for a coach to obtain more than one judge, it might be feasible for him and the other coach to act as judges, thus filling out the preferred threesome.

Judge's Duty to be Alert

A diving judge must remain alert at all times. This means he must know what dive is to be done and how it is to be done. He must refrain from talking with the spectators or competitors. If he is not sure he heard the name of the dive announced, he should request a repeat of the name. A very awkward situation is present when a judge awards points for a dive that the other judges gave a zero to because the diver did not do the dive as announced. The judge must also be aware of the fact that it is not his responsibility for marking down a dive because of a balk on the part of the diver. The diving referee assumes the task of reducing the final total by one-third.

One reason why the job of judging diving is not popular is that since the decisions, unlike those of a timer, are very subjective, they are open to a great deal of criticism from competitors, coaches, and especially spectators. Many times judges are unjustly accused of partiality. We do not feel that this is the case, but we do feel that there is a lack of uniformity in judging which causes these accusations.

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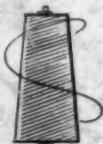
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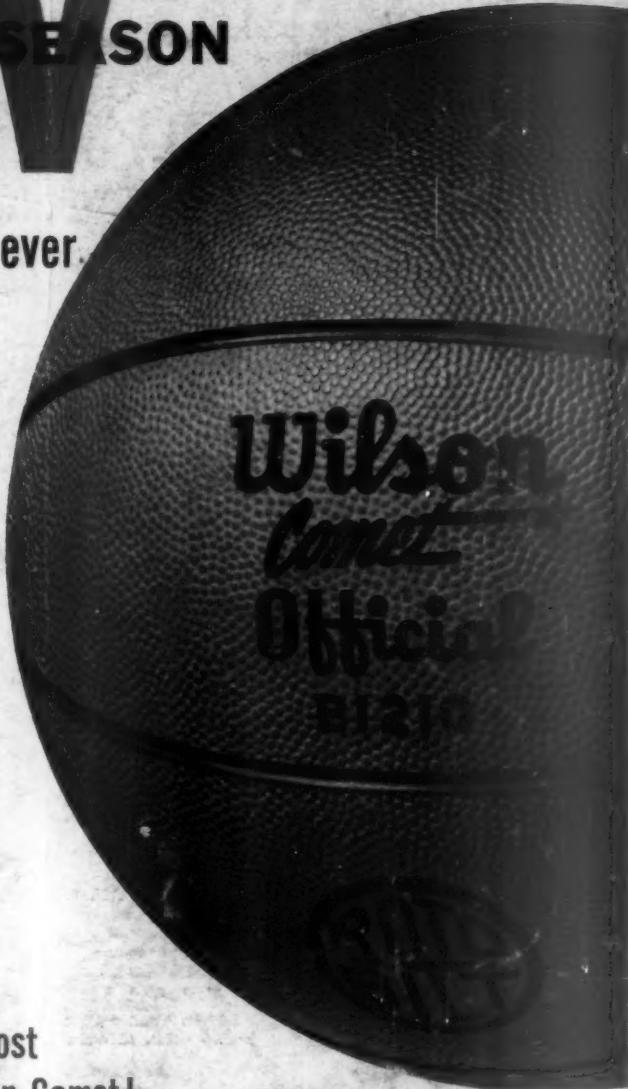
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Check over the many, many new features of the Comet and then see for yourself that Wilson has done it again with the new Official-Orange ball.

Call your Wilson representative now for your first look at basketball's most perfect ball.

Here's what it takes to make the most
perfect basketball—The Wilson Comet!

PERFECT WEIGHT BALANCE  There's no over-lapping of panel ends. Wilson's "full channel" construction adds seams at the natural gripping surfaces of the ball—the poles. This means perfect balance—perfect fingertip control.	NYLON WINDING  Tough monofilament nylon is wound to the most perfectly balanced sphere ever developed for a basketball. The nylon carcass winding assures retention of the perfect spherical shape.
NEW "M" CHANNEL SEAM  The new, deep "M" channel is part of the carcass, not just cemented on. Every channel is the same width, the same depth.	NEW PANEL BINDING AGENT  Not just an ordinary cement, but an entirely new binding agent developed exclusively for Wilson, achieving perfect panel bond. Even panel edges are cemented to the walls of the "M" channel.



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